DOCUMENT RESUME

ED 105 354 88 CG 009 954

TITLE	Dropout Prevention. A Special Report by the National Advisory Council on Supplementary Centers and Services.
INSTITUTION	George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 75
NOTE	111p.; For related document, see ED 102 476
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	City Wide Programs; *Delinquency Prevention; *Dropout Prevention; Federal Programs; Program Descriptions; *Program Development; Research Projects; *School Role; Teenagers; *Vocational Education
IDENTIFIERS	*Elementary Secondary Education Act Title VIII; ESEA Title VII

ABSTRACT

The first in a series of three reports by the National Advisory Council on Supplementary Centers and Services which analyze various components of ESEA, this document discusses reasons students drop out of school, reviews some of the methods being used in dealing with the problem in various states and local school districts, and offers several recommendations to help strengthen school systems to reduce dropping out. The report focuses specifically on the scope of the dropout problem, the development of a prevention project, the federal approach to dropout prevention, capsule reports of several ESEA Title III projects on general school improvement, youth development programs and various kinds of work study programs. The Council offers recommendations to reduce the number of students who leave school before they acquire those skills necessary to lead productive and satisfying lives. (Author/CJ)

ED105354

DROPOUT PREVENTION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Special Report by
The National Advisory Council on
Supplementary Centers and Services

April 1975

CG009954

NATIONAL ADVISORY COUNCIL ON

SUPPLEMENTARY CENTERS AND SERVICES

425 Thirteenth Street, N.W., Suite 529
Washington, D.C. 20004

Members

Mrs. Martha Ayers
Chairman
842 Locust Street
Greenville, Illinois 62246

Mr. Arthur Ballantine
Editor, Durango Herald
Durango, Colorado 81301

Mrs. Teresita Deupi
1101 - 17th Street, N.W.
Washington, D.C. 20036

Dr. Inez C. Eddings
832 Kipling Drive
Columbia, South Carolina 29205

Dr. William R. Harvey
Vice President
Tuskegee Institute
Tuskegee, Alabama 36088

Dr. Bill L. Johnson
P.O. Box 97
Montezuma, New Mexico 87731

Mrs. Herlinda Chew Leong
6177 South Southwind Drive
Whittier, California 90601

Dr. Elise Lestin
2590 Atlantic Avenue
Penfield, New York 14526

Mr. Arnold L. Norskov
Box 187
Albion, Nebraska 68620

Reverend Michael O'Neill, Ed.D.
South 607 Monroe Street, #4
Spokane, Washington 99204

Mr. J. Frank Troy
905 Secor Road
Toledo, Ohio 43607

Mr. Joel D. Ziev
104 Oakwood Avenue
West Hartford, Connecticut 06119

Staff

Gerald J. Kluempke
Executive Director
Richard N. Frost
Assistant Director
Polly Parker
Editorial Associate
Kathleen Maurer
Administrative Assistant
Regina Marchione
Secretary/Receptionist

Researcher

Shirley Boes Neill

DROPOUT PREVENTION

A Special Report by
The National Advisory Council on
Supplementary Centers and Services

April, 1975

FOREWORD

This is the first in a series of three reports, by the National Advisory Council on Supplementary Centers and Services, which will analyze important components of the Elementary and Secondary Education Act. The members of the Council hope that these reports will be helpful to policy makers at all levels — local, state and federal — in carrying out their advisory and administrative responsibilities.

We think it is especially apropos that the first report is on dropout prevention since the subject of dropout prevention encompasses all aspects of a student's life, from classroom activities to his income and from his family life to his preparation for a career. Secondly, the report is timely, because the federal government's dropout prevention program (ESEA Title VIII) will be consolidated with innovation (Title III) and nutrition and health (Title VIII) on July 1, 1975. This administrative change should encourage education agencies to seek better ways of dealing with the potential dropout.

In this report we discuss the reasons students drop out of school and review some of the methods being used in dealing with the dropout problem. The Council also makes several recommendations which we think would strengthen our school systems and thereby reduce the number of students who leave before they acquire the necessary skills to lead happy and productive lives.

Special appreciation is extended to Shirley Neill for her research and editorial contributions and to the dozens of educators and administrators at all levels who willingly contributed to the contents of this report.

Martha Ayers
Chairman

CONTENTS

I. The Dropout Dilemma. 1

Scope of the problem; Who drops out?; Are schools responsible for students dropping out?; USOE: 'The Curriculum is Boring'; Suggestions for dropout prevention; What to do, what not to do; Why this report.

II. How To Manage A Dropout Prevention Project. 13

Six steps in applying business management principles to a dropout prevention project.

III. How To Choose Staff. 17

Advice on choosing personnel for a dropout prevention project.

IV. A Suggested Timeline for the First Year. 19

V. ESEA Title VIII: The Federal Approach to Dropout Prevention. 21

What has the program accomplished?; What makes a successful program?; What are the lessons for the future dropout prevention programs?; Capsule reports on Title VIII projects.

VI. Title III: The All-Encompassing Program for School Improvement. . . . 45

Capsule reports on ten ESEA Title III projects.

VII. Developing Youth: Preventing Delinquency. 63

HEW's Office of Youth Development (OYD) supports programs that act as a go-between for juvenile delinquents and that emphasize youthful initiative. Capsule reports on OYD projects.

VIII. Work/Study; Training; Vocational Education. 68

What the U.S. Department of Labor has learned in conducting work/study programs; What has been learned by the Manpower Development and Training Act; Looking Ahead: The New CETA; The Job Corps; EXPO: For Those Who Have Dropped the Traditional School.

6/7/8

IX. Pregnancy: The Main Reason Girls Drop Out. 74

Recent trends in programs for pregnant schoolgirls. Curriculum materials for school-age parents. Capsule reports on programs: The Delwore Adolescent Program, Inc., The Teen-Age Parent Program, Louisville, Ky., The Arts of Living Institute, Chicago, Ill., Title III Project for School-age Parents.

X. How One State Approaches Dropout Prevention. 78

The Washington State Legislature appropriated funds for a unique program which features dropout prevention as a primary aim.

XI. How One City — Los Angeles — Is Coping with Dropouts. 83

Los Angeles is coming to the conclusion that it must deal with vandalism, violence and dropping out in a coordinated, planned fashion — for the sake of survival.

XII. Conclusion: A wrap-up of the main findings. 90

XIII Recommendations from the National Advisory Council on Supplementary Centers and Services. 92

Appendix

CHAPTER I

THE DROPOUT DILEMMA

One out of every four children who entered the fifth grade in the fall of 1966 failed to graduate with the class of 1974—their class. The total number who should have graduated was 4.1 million, but approximately 900,000 fell by the wayside, according to an estimate by the U.S. Office of Education (USOE).

Those who do not make it are called school dropouts or school leavers, the latter term preferred by those who see labeling as a discriminating, misleading or unfair practice.

Somewhat optimistically, USOE notes that the current 25 percent dropout rate is an improvement over the 33 percent rate of 10 years ago. Further, USOE predicts that the graduating class of 1981-82, the students who entered fifth grade in the fall of 1974, will be even more intact, experiencing a dropout rate of about 20 percent.

The "official" figures do not begin to indicate the seriousness of the dropout dilemma. For one thing, the figures are only estimates and do not include the children who have never entered school, or those for whom school records are lost or hidden. One school administrator admitted that the dropout rate in his state was 41 percent. "Of 100 youth entering the first grade in my state, 83 enter the ninth grade, 59 graduate from high school, 31 enter college and 12 graduate from college," he said.

In the city of Los Angeles, the graduation rate for the class of 1973 was 75.6 percent, on par with the national average. Yet the holding power of individual schools in the district varied from 96.4 percent to 53.3 percent. In one school, a class that numbered 1,093 at the beginning of the 10th grade was reduced to 583 at graduation time. Such statistics are not atypical among big city school districts, nor among particular ethnic groups.

Spanish youth aged 16 to 24 in 1972 numbered 1.1 million; 500,000 had graduated from high school and 600,000 had not, according to the U.S. Department of Labor. The proportion of youth of Spanish origin who drop out of school (34 percent), moreover, is more than double that for whites (14 percent) and is significantly more than the rate for blacks and other races (21 percent).

Again the statistics are disputable. In-depth reports from the U.S. Commission on Civil Rights dwell on the problem of the Mexican American children in the five Southwestern states of Arizona, California, Colorado, New Mexico and Texas. The Commission states that for every 10 Mexican American students who enter the first grade in those states, only six graduate from high school, and, of the 60 percent who reach the 12th grade, three of every five are reading below the level acceptable for that grade. The Commission draws the "unavoidable" conclusion that the schools are failing to reach and to educate Mexican American children.

WHO DROPS OUT?

The official definition for a school dropout is a person who has not yet attained age 16 or 18, depending on state law, who leaves school for any reason except death before graduation or completion of a program of studies. This does not include transfer to another school. School officials who work with dropouts say a student generally is thinking about dropping out about two years before he ceases to attend school, roughly at age 14. Absenteeism, class cutting, lack of motivation and lack of interest in school are often early characteristics of the potential dropout. Also, many students drop out mentally very early in their school career, despite their physical presence until graduation. While some school districts do not consider students who are present physically as potential dropouts, other districts see the need to make school a place of learning and interest for all students, one that impels students to make the most of all school has to offer.

One school district, in attempting to reduce the number of students dropping out of the system, pieced together a profile of a school dropout. "The dropout is most often boy, who most frequently leaves school at the age of 16 while in the 10th grade," the district says. "The boy is more likely than a 'stay-in' to score low on an intelligence test, is one or more years retarded in grade placement and is likely to be failing in school at the time he drops out. Yet most dropouts are really not less bright. The dropout typically comes from the lower-income class and most often leaves school for financial reasons. His absences from school increase noticeably during the eighth grade and he participates little or not at all in extracurricular activities." To this, the district added one other qualifier that was true for the specific locale: "Most often the dropout is a black youth."

The profile indicates that research studies, reports, evaluations and talks with dropouts, their parents and teachers indicate: The reasons a student drops out of school go deeper than a mere desire to be rid of school. Dropping out is a symptom; the roots of the problem are usually below the surface.

Other symptoms that lead up to the final act of dropping out are well known. One federal official who had worked for many years in dropout prevention programs succinctly summed up the characteristics of the dropout as follows:

- Usually two or three years behind grade level.
- Has a record of high absenteeism (20 to 30 days a year, or more).
- Disruptive behavior.
- Failure of one or more years in school.
- The school itself may have a high dropout rate.
- For the female dropout, pregnancy is the most frequent reason for dropping out.

An ESEA Title III project in St. Paul, Minnesota, characterizes the student who is "dissaffected" or dropout-prone as one who is unable to function properly within the traditional classroom setting; who is generally recognized as an underachiever (below average in performance when compared with ability); who fails to establish goals regarding his future occupation; who has a record of tardiness as well as absenteeism;

who lacks motivation, direction and drive; who comes from a stressful family situation which appears to have a detrimental effect; who is hostile toward adults and authority figures; who has difficulty with community agencies and the law; who generally is not involved in any school activities; and, finally, who has serious economic problems which threaten the completion of school.

The Los Angeles City Schools concluded in a September, 1974 report that the dropout-prone youngster is one who is reading poorly and whose reading is not improving, who has a relatively high rate of absenteeism, who is more economically deprived and older than his fellow students, who is beginning to lose interest in school and who is beginning to receive poor marks in school subjects, work habits and cooperation.

To this, the district added: The student's skin could be any color and the student is about as likely to be a girl as a boy. "If the student is black," the district noted in its report, "he is more likely to be enrolled in an all-black school, and if he is Spanish surnamed, he is more likely to be enrolled in a school where all the students have similar names."

A survey conducted in St. Louis, Missouri before the initiation of a federally funded project to prevent dropouts, found:

- Dropouts usually had more younger siblings than students who stayed in school.
- The father of a dropout is more apt to be unemployed than the father of an in-school student.
- Only about 10 percent of the dropout group indicated they had aspired to college while more than 80 percent of the stay-ins did so.
- Dropouts tended to comment more about the need for interpersonal relationships with school staff (e.g., teacher apathy or uninvolvement, inadequate counseling) than they did about school conditions.

Dropouts who were surveyed by the St. Louis assessment ranked the reasons they had dropped out as follows:

1. Pregnancy.
2. A desire to get a job and to have more money.
3. A feeling of failure and hopelessness resulting from failing grades.
4. Lack of individual or group counseling or other supportive services.
5. Not being able to relate the curriculum to future employment needs.
6. Influence of out-of-school friends.
7. Lack of adequate clothing.
8. Personal clashes with teachers and authority figures.

Although school districts may differ somewhat in the characteristics they attribute to dropouts, one conclusion is almost unanimous: the real or potential dropout is usually a poor reader. "Poor reading in the lower grades is a good predictor of later school alienation," a district administrator noted.

One teacher working with a class of dropouts in a large city said the reading level among her students ranged from "pre-primer to 12th grade," with most of the students reading at the seventh or eighth grade level. In Philadelphia, another dropout prevention project reported reading levels as low as the first grade, fifth month.

Yet, students who are interviewed after they drop out generally do not indicate they have difficulty in reading. In an Ohio school, for example, the teachers complained that many of the dropout-prone youngsters not only didn't come to school very often but would skip classes even if they were on the school grounds. The students' frequent rejoinder: "Nothing is going on in class." The students also commented that what they were being taught did not relate to the future and that the courses were not challenging. Ironically, many of the students, who were in high school, were reading below the sixth-grade level.

ARE SCHOOLS RESPONSIBLE FOR STUDENTS DROPPING OUT?

Some schools readily admit that the reasons students drop out may have as much to do with the school itself as the students' problems and "shortcomings." The dropout rate in a school or system "actually reflects many times the program, the teachers and the attitudes within the institution," said Dale Henley, director of a dropout prevention project in Colorado. "The attitudes of teachers and administrators may not be attuned to students who have the characteristics of the potential dropout. The staff may be using strategies and curriculum that do not motivate or turn students on," he added.

Similarly, an advisory council to a federally funded dropout prevention project in Baltimore listed as reasons for student dropouts the incompatibility between students and teachers, schools' failure to meet the needs of students, lack of individualized instruction and language or cultural differences that receive little or no attention.

James Traylor, a principal in Paducah, Kentucky, asked teachers and community members why students were dropping out of school. He discovered two primary causes: some high school students did not fit socially or academically into the system, as it was, and the school made little or no provision for non-college bound youth. Consequently, the dropout-prone students were experiencing failure in the academic discipline.

"While low grades may not be a cause of students leaving school," the Los Angeles report notes, "they are often the precipitant that makes up the student's mind." Why? "The prospect of taking all or nearly all subjects over again is perhaps the most discouraging factor in the decision to not continue in a regular school."

The Los Angeles study, which was based on personal interviews with more than 1,000 students who had dropped out or their parents or neighbors, and data obtained from the students' cumulative records, concluded that the relationship of the student and the teacher may be at the heart of most problems of school leaving. In the lower grades, the report said, students may be passed by empathetic teachers; in upper elementary grades or junior high, however, the students begin to encounter the problem of school failure and with it comes the first sign of alienation from school. The senior high teacher is more likely to "uphold standards," and fail students in a particular course. The cumulative effect of these failures, however, is "calamitous," the study says.

Students sometimes drop school when the school drops them — through expulsion or suspension. Determining cause and effect and who is right in such cases is difficult. The schools are charged with educating all students, which they cannot do if disruptions are the order of the day and discipline, rather than education, becomes the prime activity in the classroom. On the other hand, one district frankly admits that "any attempt to determine whether or not schools discriminate in their treatment of dropout-prone students will require an evaluation of the administrative and counseling services at each school — and this obviously is not an easy task."

Serious charges were leveled against school districts in December 1974 as the result of an 18-month study by the Children's Defense Fund. The study reports that as many as 2 million children aged 7 to 17, were out of school in 1972-73, not by choice but because they had been excluded. The report, which was based on census data and interviews with 6,500 families and 300 school officials around the country, found 10 states that have more than 6 percent of their school-age population out of school. "We found that if a child is not white, or is white but not middle-class, does not speak English, is poor, needs special help with seeing, hearing, walking, reading, learning, adjusting, growing up, is pregnant or married at age 15, is not smart enough or is too smart, then in too many places school officials decide school is not the place for that child." In other cases, the report charges, students are pushed out when they are forced into classes for the retarded although some have never even been tested. The report, Children Out of School in America, is available from the Children's Defense Fund (1746 Cambridge Street, Cambridge, Massachusetts 02138; $4 single copy).

USOE: "THE CURRICULUM IS BORING"

In the guidelines issued by USOE to administer the largest single attempt by the federal government to prevent dropouts (Title VII of the Elementary and Secondary Education Act), USOE said a major factor in student withdrawals was disinterest in a curriculum "which they view as boring and irrelevant."

Further, USOE advised school districts to recognize that children begin to drop out of school long before they reach the secondary level of education. "Attention should be paid to the earlier levels of education, for the roots of the problem are often found at these educational levels."

At the same time, however, USOE regulation noted that priority in funding projects would go to schools in which at least 40 percent of the children in average daily membership were from families with incomes not exceeding the low-income factor and to districts that had a minimum 7 percent dropout rate.

In effect, the regulations were stipulating that prime attention be paid to the poor inner-city or rural areas with high dropout rates. For political reasons, the projects had to be located in various geographical areas. In some cases, the selected districts included elementary schools as part of the targeted population. But attention was focused on the students who were nearest to becoming dropouts; those who were in secondary schools approaching their 16th or 18th birthdays when they could legally leave school.

In retrospect, some federal officials indicate the base should be broadened and the focus recast. "It is my firm conviction that in order to prevent young people from dropping out of school they must be identified as early as the first grade or before," says Hyrum Smith, former head of the federal dropout prevention office and now the Seattle regional officer for dropout prevention. "It is very clear that children who do not learn the basic skills, who cannot read, who cannot compute simple arithmetic by the time they get in junior high school and high school will find it very difficult and virtually impossible to compete with their peer group. Rather than be embarrassed, they will find excuses to drop out of school as soon as they are eligible."

"After the potential dropout with all of his problems arrives at the junior high or secondary school level, it is much more difficult to help him achieve," Smith adds.

Smith's views are shared by many educators, who similarly believe preventive measures are easier and surer than remedial or after-the-fact attempts to compensate for whatever was missing or askew with the child, his environment or his schooling.

Sam Kavruck, Chief, Dropout Prevention Program, U.S. Office of Education says that schools have gone as far as they can with their limited resources; therefore, it is essential that we tie in with the "larger context," that is, the "entire economic, social, and political context which can alleviate the basic problems which produce dropouts: population control, food and housing concerns, and employment for all." He says that "the dropout problem is very much related to dependence on the auto and energy, insistence on academic credentials for all beyond elementary school, downgrading of skilled, unskilled and semi-skilled work, and the absence of meaningful or practical apprenticeship situations."

Title VIII of the Elementary and Secondary Education Act was limited in its purview; however, this was partially due to the amount of funds available. The Congressional appropriation of funds for Title VIII never met the authorization; $30 million was authorized for the first year's funding but the final figure approved for spending (the appropriation) amounted to $5 million. Ten projects were funded, with nine added in later years, following the federal guideline of concentrating relatively large sums of money for dropout prevention in selected areas, with the intent of developing solutions that could be adopted by other districts.

The 19 projects that were funded under Title VIII, many of which are described later in the report, provide some insight into the enormity of the needs of potential and real dropouts.

The main emphasis at the time of the initial federal funding of dropout prevention projects was on the economic reasons for staying in school: A high school diploma was equated with a job. To prove the point, the Select Committee on Equal Education Opportunity requested Henry M. Levin, associate professor at Stanford University, to find the cost to the nation for "inadequate education." In his much quoted and widely known study, Levin concluded that the failure to attain a minimum of high school completion among the male population, 25-34 years of age in 1969, was estimated to cost the nation:

- $237 billion in income over the lifetime of these men.
- $71 billion in foregone government revenues of which about $47 billion would have been added to the federal treasury and $24 billion to the coffers of state and local government.

To the contrary, Levin noted, the probable cost of having provided a minimum of high school completion for this group of men was estimated to be about $40 billion. Thus, Levin was equating lifetime earnings with graduation from high school. The difference in lifetime earnings by a dropout and a high school graduate was due, he said, to the higher employment among dropouts.

Levin's conclusion ran counter to the research of another well known study, Youth in Transition, conducted by Jerald G. Bachman of the Institute for Social Research, University of Michigan. Bachman concluded that any difference between the unemployment of dropouts and of graduates was due largely to the background and ability of the person, not to the amount of education or the attainment of a high school degree. The two differing conclusions led to speculation that the national emphasis on dropping out before attaining a high school degree was neither warranted nor wise.

Bachman stated that a nationally advertised anti-dropout campaign seemed to have one basic thrust: "Stay in school long enough to get your high school diploma; your chances of making it will be better." He felt this was a misleading come-on for students who were wise enough in the ways of the world to realize that "dropping out does not change things a great deal," at least not in ways that are apparent by the time a young man reaches the age of 19 and 20.

The dropout campaign, Bachman argued, only instilled in the minds of employers a belief that any job should require a high school diploma, which in effect makes it merely a credential or an admission card into the world of work.

The same fears had been expressed in 1962 at a symposium sponsored by the School Dropouts Project of the National Education Association. Martin Mayer, who served as anchorman for the symposium, said that social status and skin color had more to do with unemployment of youth than school completion.

Figures released by the U.S. Department of Labor on the employment of high school graduates and dropouts from the class of 1972 seem to indicate that staying in school does give one a better chance to get a job, but that the color of one's skin makes a difference in any case. Among the estimated 730,000 persons 16 to 24 years old who dropped out of elementary or high school during the year ending October 1972, 82 percent of the male dropouts were working or looking for work, compared with 91 percent of the high school graduates. Among females, the high school graduate was more often employed than her married or single counterpart who had dropped out. The unemployment rate for young blacks, both graduates and dropouts, was persistently higher than for whites. For males of Spanish descent, the unemployment rate for the graduates and dropouts was about the same, but a much smaller proportion of graduates of Spanish origin than of white origin were in professional and technical occupations and a somewhat higher proportion of graduates of Spanish origin worked as operatives. Among the dropouts, twice as high a proportion of Spanish origin youth were in agriculture related occupations as among whites or blacks.

Actually, getting, holding and advancing in a job depends on many more factors than the attainment of a high school degree, and educators are more willing now to concede this fact. Some of the Title III projects make a particular point of stressing such job-related factors as promptness, ability to get along with peers, the need to be dependable, as well as the need for basic skills and training. Students in many of the projects have learned the facts for themselves in on-the-job training and work/study programs.

Even more significant for future dropout projects is the recognition that the dropout phenomenom is not a single problem that can be cured in isolation from the student's other deeper problems. And, as Martin Mayer told his colleagues in the NEA School Dropouts Project in 1962, educators must take their share of the blame for school dropouts. "Boredom as much as failure produces the tendency to dropout, and boredom can lie behind failure. Children are being taught what is trivial or worthless; curriculum materials are too often stupid as well as dull. We are today terribly conscious of the damage that can be done to children by failure and too willing in the schools to pretend that the child is succeeding," he said.

What seems to be emerging now is an awareness of the need to not only provide remedial help and work/study programs to the real or potential dropout, but to pay particular attention to the preventive measures that have potential for meeting the needs of students of whatever age, color, ethnic background and family situation. What this implies, also, is the need to bring the schools up to today to prepare students for tomorrow.

SUGGESTIONS FOR DROPOUT PREVENTION

In preparing this report, we asked educators, federal and state officials, and local directors of federally funded projects their views on dropout prevention and the routes schools should take to reduce the number of students who are real or potential dropouts.

"A reasonable approach to dropout prevention is career education," says Samuel Kavruck, Chief of Dropout Prevention for USOE. "The typical dropout is generally not academically oriented. It's better to give kids a chance toward career education."

"In an area where the kids are dropout-prone, one idea that has proved to be workable is to get the mothers of such kids to become aides and to go to the other parents regarding their children's absenteeism," said Marshall Schmitt, formerly a program administrator for USOE's dropout prevention program and now Senior Program Officer, Division of Supplementary Centers and Services. "This approach requires only minimal training for the parents. About 25 part-time parent counselors (or aides, as they are sometimes called) can serve up to 250 students."

Another exemplary approach is a guidance program which uses different people to impinge on one child's program. By using a clinical approach staffed by a team which includes a nurse and a psychologist, an educational prescription can be worked out "after a many-sided look at the child," Schmitt said.

Along similar lines, a program that offers comprehensive supportive services to the child is very desirable, Schmitt noted. As a combination educational/health program, the services would offer care for teeth and eyes, clothing, legal services, hospital care, if needed, and transportation to get the child between the school and the health agencies.

A dropout prevention program at the secondary level should include work/study, which is coordinated with the curriculum. "One reason kids drop out is money, so work/study is important to lots of dropout-prone kids," Schmitt says. It is also important, he notes, to give all children the chance to explore various careers and to be part of a youth tutoring program. A highly individualized program is always desirable and, for some students, the use of tangible rewards, particularly in the form of free time, seems to work.

Alternative forms of schooling or an alternative environment is a must. "Formerly, many of the kids who were dropout-prone or those with real problems would have left school. Now, roughly 75 percent of children are in school, so the situation has changed. So must the schools. For example, highly disruptive students often must be provided the opportunity to talk more and to get attention for their deeds. They need to be able to express themselves and to build a 'trust' situation with teachers and other students to whom they can relate. This calls for a highly individualized, yet a highly structured program," Schmitt says.

"For the dropout-prone student who has had problems with the law, parents or teachers, it's better to offer him a 'buffer-type program' or crisis room which gives him a chance to talk with someone he can trust than to suspend him. This may call for the use of persons who do not have professional training, but who relate well to particular students," Schmitt adds.

Hyrum Smith supports the concept of providing "good sound elementary guidance programs which could eliminate approximately 70 percent of the potential dropouts." Under such a program, he says, every youngster should be investigated at a very early age to determine his deterrents to learning and family problems. The next step, Smith says, is to apply all available resources to solving the problem.

In Youth in Transition, Bachman pinpoints early intervention -- in elementary school and perhaps much earlier — as the way to overcome the problems which later become ingrained in an individual. "Among the important elements in the mismatch between potential dropouts and the high school environment," Bachman says, "are individual limitation in academic ability, past scholastic failure and patterns of delinquency. These are not problems," he maintains, "that are likely to be resolved in high school."

The Los Angeles City Schools report (Study of Senior High School Absentees and School Leavers) cites "an intensive, individualized counseling program" as the most effective way to serve both the youth who is dropout-prone and the actual school leaver.

St. Louis students who left school before getting their diploma named several factors that might have prevented them from dropping out. Most frequently mentioned were (1) more understanding and sympathetic teachers, (2) work/study programs with a weekly salary, (3) more individual help from teachers and (4) additional counseling.

WHAT TO DO; WHAT NOT TO DO

The following list of do's and don't in working with dropout-prone youth was suggested by the Reverend David P. Kern, Executive Director of the 10-year-old Sphere program in Hartford, Connecticut, which is funded under ESEA Title III:

DO

1. Be flexible and honest.
2. Find ways of establishing a subjective relationship with the students.
3. Set definite goals for the student based on what the student says he wants.
4. Expect goals not to be met. Expect only 50 percent success--if you are lucky.
5. Expect the student to blame others.
6. Use failures as a springboard for practical counseling and demonstrating personal loyalty to the student.
7. Establish relationships with the home.
8. Meet with the student on his "turf" or as many other "turfs" as possible, i.e., job, park, home.
9. Take an interest in areas of concern to the student other than school.
10. Listen to the student and try to intervene with the system when the student is right and the system is wrong.
11. Try placing the student in courses more demanding than his record would warrent.
12. Review regular and special reports from his teachers and together with the student try to understand how grades were arrived at.
13. Set new attainable goals for the next two weeks, e.g., do daily assignments, attend each class, attend special-help class.
14. Build a positive conspiracy around the student, enlisting aid from teachers, administrators, guidance personnel, janitors, peers or anyone else who might help.
15. Know when you are licked. Keep relationship with the youngster after he drops out. You probably have succeeded in building trust that will result in a better citizen or a youngster who will take a chance on education in the future.

DON'T

1. Define your role in narrowly professional terms.
2. Expect any system you set up or are in to take care of the problems.
3. Expect smooth progress.
4. Expect much help or concern from most school people.
5. Expect the student to demonstrate appreciation.
6. Expect not to be "conned."
7. Expect trust to develop without constant testing.
8. Expect an 8 to 3 job.
9. Expect the home to solve the problems.
10. Buy a computer.

Other don'ts that can be added to Reverend Kern's list include the following:

- Don't expect success with dropout-prone youngsters if an intended overhaul of the system merely makes curriculum revision.
- Don't expect success unless you have the support of administrators, teachers, and parents.
- Don't simply buy new machines and instructional materials and expect the problem to solve itself. Any attempted innovations must be geared to the student population and must be understandable and supportable by the staff.
- Don't label the student what you don't want him to become. (This suggestion, from the Los Angeles City Schools, applies equally to the mentally retarded, the low achiever, the maladjusted or dropout-prone youngster. "Once a student is treated differently from others, particularly if he is considered some sort of problem student, he or she often fulfills that expectation," notes the district's report on school leavers.)

WHY THIS REPORT?

The national spotlight has been turned away from the problem of the dropout. Some educators who were interviewed for this report said they have much more pressing concerns, such as the rise in school vandalism and violence, the decrease in the value of the school dollar and the increasing emphasis on the child who is handicapped mentally, physically or emotionally or by language problems. Yet, as indicated by project reports and comments received from educators, there is a growing awareness that the problems are related: that some of the vandalism and violence is caused by students who are real or potential dropouts; that some of the students who are labelled as handicapped drop out of the system because of inadequate diagnosis, prescription and attention to their needs; that children in need of bilingual education are prime candidates for dropping out; that the needs of many dropouts are identical to the needs of many students who somehow stay in school.

Congress approved no money for dropout prevention in fiscal year 1975. There is, however, provision for dropout prevention programs under the Education Amendments of 1974 which will make money available for a consolidated program in fiscal 1976. The consolidation will bring together the former ESEA Title III (Supplementary Centers and Services) and ESEA Title VIII (Dropout Prevention) as well as nutrition and health education and aid to state departments of education (ESEA Title V).

The consolidation may prove to be a boost to dropout prevention. Many already validated and proven Title III projects can be applied to the resolution of the needs of real and potential dropouts as well as to the general improvement of education--which is seen by some educators as the most effective method of preventing dropouts.

Included in this report is a section on Title VIII projects that will be of particular interest to state and local planners of dropout prevention programs. In addition, the report includes descriptions of dropout prevention projects that are funded and administered by other parts of the federal establishment. They are intended to illustrate the approaches taken in other programs and to give project directors and state and local planners sources of information and examples of workable solutions.

The bulk of this report is focused on Title VIII and Title III and much of the advice scattered throughout the report was obtained from federal, state and local officials who have worked with these two federal programs.

Some special chapters are included because they seemed to be warranted. One, for example, examines some of the approaches being taken to help school girls who drop out of school due to pregnancy, the main reason why females leave school before completing their high school education.

Another chapter describes the comprehensive approach to dropout prevention being undertaken by the State of Washington with state funds. A similar treatment is offered on the approaches taken by one of the largest metropolitan cities — Los Angeles — in trying to keep students in school.

The recommendations of the National Advisory Council are included as the last chapter of the report.

CHAPTER II

HOW TO MANAGE A DROPOUT PREVENTION PROJECT

What business management principles can be applied to a federally funded education program that aims at reducing the dropout rate?

One plan for managing a project, which was developed by the Miami, Florida, Title VIII project, is excerpted below. (A federal official recommended the plan on the basis of its completeness and applicability to other dropout projects.)

First, the plan clearly identifies the project director as the person responsible for the overall project goal of reducing the student dropout rate. The plan details the six management functions which the director must implement in order to accomplish the project's goals and functions. They are:

1. Planning
2. Organizing
3. Staffing
4. Controlling
5. Evaluating
6. Disseminating

Highlights of each of the six management functions follows:

1. Planning: Initial functions are to choose the target area and target students and to develop a suitable program. The Miami project selected its target schools after considering several relevant factors. The directors of the project designed a model program that would cover students from kindergarten through senior high because, they noted, "a pupil is a potential dropout long before he reaches the senior high school." The project also made provision for continuous planning by representatives of all components and project participants, including pupils, parents, teachers, principals and representatives from community agencies such as Model City. The director held monthly meetings with the Student Advisory Committee, administrators and representatives from the school district and the project.

The project director also met weekly with administrative staff to coordinate planning activities by student, teacher and parent groups and to forecast future needs. The project director was responsible for planning the budget and taking care of finances for the project. He also worked with staff in setting goals and designing action programs and determined with the help of district "experts" whether or not the goals were realistic in terms of the target population. A deadline was established for each major event or activity, along with a means of monitoring. The project director was charged with responsibility for hiring adequate, competent staff and for making sure facilities and equipment were available and appropriate.

2. Organizing: The director of the project should ascertain how the project fits in with the organizational structure of the district or school's program. The management plan points out that the success of the program's efforts depends upon commitment and support at the school and district level, specifically the support of the school principal, the area superintendent and the associate superintendent for instruction. The project director must also realize that any experimental or pilot program which has potential to become part of the regular school program must be acceptable to the school or the district. The director must ease the way for a special program (such as a dropout prevention component) to fit into the school's regular operation. "Close cooperation between school principals, teachers and project administrative personnel will be required to avoid problems which inherently arise when dual responsibility exists." However, the management plan notes that the project director has the ultimate authority in decisions related to the project.

3. Staffing: "The success of the project can only be as good as the staff selected to implement the various parts of the program; therefore, prime consideration should be given to individuals being screened for the various positions." The management plan suggests that each personnel category in the program should have a thorough, written job description specifying qualifications, duties and responsibilities. Personnel should be selected in sufficient time to start or keep the project running smoothly, with allowance for school district procedures, interviews and orientation and training of new personnel. The project director and the school principal should have clearly defined responsibilities regarding the hiring of new staff. Where possible, inservice training of project staff should be conducted by the school system, otherwise, outside technical assistance or consultants should be used. Another must: a system of evaluation that can measure the effectiveness of the project staff in attaining the project's objectives.

4. Controlling: The project director or project manager must install appropriate procedures to insure time control, cost control and quality control. To do so, he must (a) establish suitable standards to use as control guidelines, (b) measure and compare actual results with the standards, and (c) evaluate the results and take appropriate action to correct deficiencies.

- The time control method recommended in the management plan isolates activities which are critical to completion of the project and those that will tolerate some slippage in the schedule. Timelines must be set up for the start and completion of all activities. Just as important, however, is the need to update the schedule and to monitor the activities. Monthly activity reports must be submitted by instructors to the coordinators on the first of the month. They must indicate how much of the established goal has been completed to date. The reports are forwarded to the principal for review or transmittal purposes by the 5th of the month and on to the project by the 7th. The project updates its records from the activity reports and uses the information to evaluate the status of the total project. The project director must then decide if the reported data requires action on his part.

- The management plan suggests that the director should follow these steps in an action plan: define the problem; determine who is responsible; determine if the problem is critical to the success of the project; determine alternative solutions to the problem; examine each alternative regarding the effect it will have on the overall goals and objectives of the component or activity; select the best alternative; implement the alternative; watch the problem area to ensure that the corrective action is having the proper effect. Finally, the director must inform all concerned parties of the nature of the problem, the alternatives considered, the action taken and any needed follow up.

- Cost control: The management plan suggests the use of monthly schedules of fixed, variable and discretionary (periodic) costs, broken down by item and by component. The program managers can then compare the percentage of funds spent to date with the completion rate of the various components. Such comparisons indicate how the project is doing, cost-wise. The coordinators of the various components and instructors are responsible for estimating the year's variable costs and for keeping up-to-date on present and future budget implications. If a similar component is used in several schools, each school should keep its own records for cost-comparison purposes and to determine the most effective components in terms of dollars spent. The figures are also used as a sound basis for planning the next year's budget. If, in analyzing the reported monthly costs, the project managers decide some corrective action must be taken, similar procedures as those reported above (under time control) should be implemented.

- Quality control: Of the three areas of control, quality control is the area where some leeway in the performance standards may be allowed, especially in the resetting of existing standards, the management plan advises. Three major questions must be considered in quality control: (1) How well is the project staff performing with respect to time and cost standards? (2) How well is each component meeting its specific performance objectives? (3) How well is the project meeting its overall performance objectives? Information on quality control, or lack of it, puts the director in a better position to evaluate how well the project is doing and to make adjustments if necessary.

5. Evaluating: The management plan recommends the following format for presenting an evaluation of the project's major objectives and specific component objectives: a statement of the objective, description of the evaluation instrument, evaluation procedure, report dissemination, presentation of data, analysis, conclusion and recommendations.

6. Disseminating: As a means of dissemination, the management plan suggests the use of local, state and federal reports (not only the required reports, but awareness reports to the public, school administrators, teachers), and informal reports to project staff, faculty, principals and community representatives. To reach the public, the plan suggests wide distribution of information brochures, taped radio and television presentations, charts, graphs and tables, news articles and open house activities.

For more information or a copy of the management plan excerpted above, write to: Jesse Black, Talent Development Program, 7100 NW 17th Avenue, Miami, Florida 33147; (305) 836-0300.

CHAPTER III

HOW TO CHOOSE STAFF

"Success of a dropout prevention project seems to be related to the capabilities of the project director and the commitment and support of the school administration and staff," notes Gerald A. Randall, the regional coordinator for dropout prevention programs in Kansas City. He added further that "the classroom teacher seems to have major impact upon the success or failure of a program."

A project director in an alternative school for dropout-prone youth says the most important task in establishing an alternative school is staff selection. "We do not look at any particular majors, but we looked for teachers who have the attributes of caring and adaptability to a different educational setting."

A spokesman for a successful vocational/educational program for dropouts age 16 to 21 noted: "My subjective feeling about personnel is the less experience in a structured traditional school setting, the better." The teachers who are good, he said, "are usually nontraditional and would be good no matter where they taught. "With the exception of one teacher, all of our staff had never taught before. The nice thing about this is that they have no habits, good or bad; they are willing to try anything. All of the staff, however, had experience with youth, social service, probation, group homes and youth groups."

Peter Ellsworth, the Director of a Title III Alternative School Project in Commerce City, Colorado, says teachers need to consider the positive in working with student dropouts, age 16 to 21. The teacher should remind himself daily, says Ellsworth, how irrational he behaved when he was the same age, as well as how irrational his behavior still may be.

"Erratic behavior on the part of the student," says Ellsworth, can be taken care of by throwing out the letter grades and the Carnegie units and replacing them with performance objectives and a failure-free system. He suggests that "teachers explain to students that a specified amount of credit will be earned when the assigned work is completed, at which time the student will receive a 'pass' grade."

"Interest and empathy for students must be intense to meet the problems dropout-prone youngsters have," notes the director of a Title VIII project in Fall River, Massachusetts. If staff development is undertaken, the project report says, "a main objective is to work with teachers and staff on a certain comfort level. Individuals should feel such comfort if enthusiasm and interest are to be exhibited. However, individuals shouldn't become too comfortable. A little anxiety can serve as a catalyst for growth in expectation and performance." The project suggests the following additional objectives for staff development:

- Reinforce concepts of individualized instruction.
- Help teachers develop and refine methods and approaches to meet the students' individual learning styles.
- Help the students to develop relevant content.
- Develop a behavioral modification approach that emphasizes positive reinforcement when dealing with students who have behavior problems.
- Work for better student/teacher interaction.

The Fall River project report also suggests that staff members should have:

- The willingness and self-confidence to try different routes to achievement of educational objectives — the ability to be a learner and risk-taker, as well as a teacher.
- The ability to function within a team environment, i.e., to keep both individual and group responsibilities in focus.
- Readiness to make a personal contribution to the program in excess of that normally expected of a teacher.
- A personal inclination toward the affective elements of education.

One director of a continuation school for dropouts commented that the teacher who may not fit anywhere else due to his or her "individuality" may be the ideal person to work with real or potential dropouts. That may or may not be true, depending on the person. However, one characteristic that is applicable to teachers and administrators of students with special problems is their ability to work long and hard, sometimes with little hope for positive results.

CHAPTER IV

A SUGGESTED TIMELINE FOR THE FIRST YEAR

How much time does it take to develop, implement, smooth out and, in effect, get a dropout provention project (such as those funded under Title VIII) from the "idea" stage to the "workable" stage? One of the Title VIII project directors says it is possible within the project's five-year lifespan to reach an objective of reducing the number of grade 9-12 dropouts, to reduce the number of disciplinary incidents and to increase attendance and achievement.

But, the project director notes, "it is racing against time" to expect, within the same amount of time (five years) "to effect a climate in which a relatively old but willing system can evolve into an educational program sensitive to the changing needs of its children."

The project suggests the following schedule for implementation during the first year only:

1. Determine the resources available to the program. This will aid the program in determining, roughly, the scope of the project.

2. Identify the target population by comparing grade level and achievement scores.

3. Identify the target students by (a) defining what tests or questionnaires are to be used; (b) evaluating the results; and (c) identifying the total target population by name, location and characteristics.

4. Identify and determine the facilities to be used by looking at potential existing facilities and potential separate facilities.

5. Define the initial program through the use of performance objectives, task definitions, guidelines for selecting personnel and planning for teacher/staff training or retraining.

6. Implementation: select personnel and set up training schedule; develop the curriculum plan; prepare for operation; confirm baseline data regarding the performance objectives.

7. Develop the baseline data on students and develop a composite record for each student. Make initial contacts with parents.

8. Start the classroom phase of the program and continue to give strong administrative support. Continue to train personnel. Use feedback from the classroom to revise the curriculum. Develop working relationships by holding weekly staff meetings of teachers, counselors, support staff and administrators.

9. In approximately two months, compare how the program is operating in the classroom with initial projections. Repeat after four months and six months.

10. Repeat parent contacts within first two months of school. Establish a two-way communication system.

11. Develop individual counseling schedules for target group.

12. Devise a schedule for collecting data on process objectives and product objectives regarding attendance, disciplinary incidents and student-initiated withdrawals.

13. Determine the times for collecting data from grade reports and post-tests.

14. Report the degree of success in achieving each performance objective during the year.

15. Recommend the revisions to be made in the succeeding year.

CHAPTER V

ESEA TITLE VIII: THE FEDERAL APPROACH TO DROPOUT PREVENTION

Approximately $42 million were allocated under Title VIII of the Elementary and Secondary Education Act of 1965 for dropout prevention from fiscal 1969, when the first grants were made, through fiscal 1974 when more than half of the existing 19 projects were being phased out.

Appropriations of $5 million in each of the first two years were used to fund 10 projects. Nine projects were added in 1971 when the appropriation was doubled to $10 million. It remained the same for 1972, but decreased to $7.2 million in fiscal 1973 and to $4 million for the following year.

The Title VIII program was placed for administrative purposes in USOE's Division of Education Systems Development. Samuel Kavruck is Chief of Dropout Prevention for the Division. In line with USOE's regionalization, program officers in USOE's 10 regional offices serve as liaison between the projects and USOE. (A list of the regional officers appears in the Appendix.)

Under the Education Amendments of 1974 (P.L. 93-380), ESEA Title VIII will no longer be a categorical program. The Amendments revise and replace the expired ESEA and dropout prevention becomes part of a consolidation called "Educational Innovation and Support." The consolidation, officially known as Title IV, Part C, will give state departments of education a single appropriation for innovative projects (formerly ESEA Title III), nutrition and health programs, dropout prevention and strengthening state and local education agencies. The consolidation goes into effect in fiscal 1976, which begins July 1, 1975. No money was approved for fiscal 1975 for dropout prevention, and the projects that were in operation during fiscal year 1975 were operating on fiscal year 1974 impounded funds. Consequently, most of the programs are apt to be closed down by the time state departments of education are at the point of reviewing and approving programs in dropout prevention out of fiscal 1976 funds.

To give state and local education agencies the benefit of what was learned by the Title VIII projects, USOE awarded $300,000 to one of the Title VIII projects (Project Outreach, Sheridan School District, Englewood, Colorado) to evaluate and disseminate information on all 19 projects. The report is expected to be ready for distribution by mid-1975 and will include general information, descriptions of components and evaluation results for each project. As of February 1975, no Title VIII programs had been officially validated by USOE's Dissemination and Review Panel.

KEY QUESTIONS ON TITLE VIII

In reviewing the history of ESEA Title VIII as the federal government's major identifiable program to prevent dropouts, three key questions emerge:

1. What has the program accomplished?
2. What makes a successful program?
3. What are the lessons for future dropout prevention programs?

One insider at the U.S. Office of Education, who asked not to be identified by name, detailed the accomplishments and the lessons as he had experienced them in working with Title VIII programs. A summary of his observations follows.

What Has the Program Accomplished?

The interviewee listed the following as Title VIII's major accomplishments:

- Each year, 30,000 to 50,000 students were involved in the program.
- During the first three years of funding, the projects (then 10 in number) showed a 45.3 percent reduction in dropouts among targeted students.
- The Title VIII program, along with ESEA Title III (innovation) and ESEA Title VII (bilingual education), became the testing and proving site for the outside independent audit. As the brainchild of Leon Lessinger, then Chief of USOE's Bureau of Elementary and Secondary Education, this type of audit was seen at first as a threat by some project directors and states. Upon proof of its efficacy, however, the audit procedure was adopted by many states as a way to verify the findings of program evaluations, to make recommendations for evaluation design and to revise programs if needed.

What Makes a Successful Program?

Following are the elements listed by the interviewee as necessary for success in dropout prevention program:

1. An assessment of needs must be conducted. It is essential to know not only the dropout rate but also the needs of the dropout.
2. Preliminary proposals are necessary before funding. This forces the district to determine its needs and refine its ideas for a solution.
3. The school district's administrators must be strongly committed to dropout prevention.
4. The "right" person must be in charge of the project. The project director should be someone who is knowledgeable in handling people; who realizes the necessity of good communications, both internal and with the community; who is a good administrator and who works well with the community; who has a well-defined job description that clarifies decision making regarding the project.
5. The project director usually requires training in management, in understanding objectives, in coordinating unrelated parts, in dealing with problems.

6. Management is critical to a project. In the best projects, management was viewed as a subsystem within the total school district. Yet, "a good management plan does not necessarily mean a good program." In other words, project personnel must be able to put the plan into action.

7. Staff development is essential.

8. Recruiting personnel for the project from within the particular school district generally works out well.

9. Technical assistance funds are necessary. Projects must be granted funds to bring into the schools the kinds of skilled people whom the district may lack. Included are experts on curriculum and development, psychologists, evaluators, bilingual staff members.

10. USOE must give projects continuous input into management procedures, pitfalls, how to handle project money. "The more dialogue between USOE and the management of the program, the better the program."

11. Community advisory groups must be advisory. The advisory group should include a variety of people who represent many interests. "It's not a good idea to have representatives of organizations on advisory groups." The better idea is to get the parents involved as representatives. "Voting member of advisory groups should not be staff members—even if they have children in the program."

12. Performance objectives and evaluation plans "are absolutely essential." Both must be established and they must relate to what happens in the program.

13. Projects must have both process objectives and end-product objectives. The process objectives must be clear and be followed. "A project needs to find out what is happening before the end of the year and make adjustments when necessary; otherwise, there's no way to accomplish end-product objectives." For example, if a project expects teachers to individualize instruction in the area of reading, the teachers must be provided with the know-how to accomplish the task. They must also be told what the individualized instruction is expected to accomplish for their students. Here, honest evaluation can be used as a positive force in making changes.

14. The role of the auditor must be clarified—"a very difficult task."

15. Quarterly reports on programs, as required by USOE, are a good idea. Equally important are on-site visitations by USOE program administrators and interim evaluations and audits.

16. High funding levels are necessary if the program is to reduce the dropout rate in a relatively short period of time.

17. Consultant help should be provided to the project and should be consistent over a long period of time.

WHAT ARE THE LESSONS FOR FUTURE DROPOUT PREVENTION PROGRAMS?

Experience with Title VIII programs lends credence to the advice that a dropout prevention program must be comprehensive. A substantial amount of money must be invested in a school or district with a low-income factor and a high rate of dropouts if the program is to effectively reduce the dropout rate in the "relatively short amount of time that Congress deems sufficient"—approximately two years. How much money? An annual sum equal to 25-30 percent of the school or district's annual budget, added as a supplement to the annual budget, according to one estimate. More concrete advice on the amount of money needed to run an effective dropout prevention project is hard to come by.

USOE has not been able to find out, and does not know, how much effectiveness can be expected from each dollar or unit of input, the interviewee said.

Other difficult problems concerning the Title VIII program muddy the waters. No clear image of success or effectiveness emerges, although many components of various programs are highly praised.

Program effectiveness requires time. Dropout prevention programs, and perhaps most federal programs do not begin to stabilize for three to five years. The first year is set-up time; the second is used to test the program; and years three to five are used to work the bugs out of the program. Other events, however, can throw a clinker into this somewhat loose timetable. In one Title VIII project, for example, a teacher strike was not anticipated, which meant the program objective of raising reading and math scores to grade level was not achieved.

Several problems are still unresolved and seemingly beyond the control of federal, state or local administrators, yet they are critical to success. School districts, like large bureaucracies, get completely tangled in red tape and bidding procedures. This causes a long turnaround time in getting materials and equipment. The federal government, on the other hand, is slow in approving grants and in forward funding, although provision is made in Title IV of the Education Amendments of 1974 to rectify this situation. Projects also have difficulties in hiring staff due to the official procedures in some school districts. An insufficient number of staff members is common during the initial grant period.

Success in dropout prevention is now being defined by the federal government in three areas of development: cognitive, affective and psychomotor (e.g., manipulative skills for a vocational education program). Admittedly USOE did not know in the beginning years of Title VIII what kinds of data should be collected. It started to collect achievement scores in cognitive areas, but not soon enough. Data collection on the psychomotor and affective areas was negligible. Some of the other factors that are important determinants of success in dropout prevention include: attendance rates, retantion rates, absenteeism, vandalism, and attitudinal changes. Less obvious measures include the changes in the appearance or the noise level of a school.

CAPSULE REPORTS ON TITLE VIII PROJECTS

Following are reports on ESEA Title VIII dropout prevention projects. In some cases, a particular component of the program is described; in others, an overall view is given. None of the programs had been validated by USOE's Dissemination Review Panel as of the time this report was printed. It is also important to realize that in some cases, the projects did not successfully reduce the dropout rate, for whatever reason. Many of the programs did succeed with one or more components or did change the school environment by convincing the school to integrate some workable components of projects into the regular school program. Therefore, the following program descriptions are intended to provide ideas and to describe the strongest components of each project. A listing of the contact persons for all of the Title VIII projects is included in the Appendix.

1. KAPS: "EARN AND LEARN" and "STAY" CENTERS

"Dropout-prone children can be motivated to develop positive personal goals for living and learning. When properly directed, these children attend school regularly, achieve in school subjects and develop positive attitudes toward themselves, the school and the home."

This is the positive, hopeful approach used in KAPS, a Title VIII project in Baltimore, Maryland. KAPS served approximately 28 percent of the students in six targeted schools, although it experienced reverses such as funding cuts, three changes in director and internal problems in the school district.

The dropout problem in Baltimore had reached major proportions before the start of the project. Between 1967 and 1968, nine schools in one part of the city reported that over 2,500 students left school prior to graduation.

KAPS (Keep all Pupils in School) schools were located within a two-mile radius in the predominantly black ghetto area of Baltimore. The project concentrated its efforts most heavily in the secondary schools, with the number of 7th to 12th graders involved in the project almost double that for elementary enrollees.

In order to qualify for KAPS, a student had to meet at least two of the following criteria: poor or sporadic attendance, negative behavior or conduct, lack of positive self-image, economic need, under-achievement. The project found that a student with these weaknesses could still succeed in a school setting provided that he receive the proper treatment.

The multiple approaches used by the project included: language arts and mathematics pilot classes, Earn and Learn (a work/study program), STAY (a team approach to student maladjustment), community liaison assistance and a teacher/student buddy program known as TAP.

The reduction in dropout rates reflects the success of the approaches. The dropout rate in one of the secondary schools, for example, dropped to 1.9 percent although it normally had fluctuated between 10 and 20 percent. (The dropout rate among senior high students citywide was 11.3 percent.)

Two of the project's most successful approaches, STAY and Earn and Learn, are described below.

STAY: Instead of Suspension

The STAY centers—one at an elementary school, one at a junior high—operated for students who would normally be suspended from school or who needed remedial work. Students were identified for enrollment in the centers by an administrator, teacher or counselor.

Referrals were submitted to the STAY coordinator for screening, with the final decision regarding admittance left to the principal. Students participated in several entry procedures. First, the coordinator chatted briefly with the student about the program, followed by diagnostic tests in reading and math. The scores were used as guides in selecting activities and lessons geared to the student's needs.

At the STAY center, the student met the teachers in a positive, yet informal, "rap" session. The idea was to establish "a firm but understanding first impression." The challenge for the team members at the STAY center was clearly evident: to improve the student's reading and math skills, and to improve attendance, behavior and self-concept. After a period of adjustment, the psychologist interviewed or tested the student.

STAY team members made use of behavior modification with both social and tangible rewards offered to the dropout-prone students. The project advised teachers: "Behavior modification's pay-off system is to be faded out and eventually stopped, once the students have developed a 'healthy' attitude toward school and learning." In KAPS version of behavior modification, rewards are suggested for teachers and parents as well as students. For parents, KAPS suggests a "Good Friday" letter from the teacher and the unit principal informing the parents that their child "has been doing very good work this week." The letter asked parents to "please tell your child that you are proud."

STAY also suggested that teachers go the extra mile with students in the center. Teachers were encouraged, for example, to arrange for students to receive personalized gifts from the center on holidays, to arrange to get proper clothing if the child had need and the parents consented, to allow the students to participate in competitive school sports, to encourage extracurricular activities and to arrange group rap sessions with students and the psychologist on a weekly basis.

After a three-month stay, students were phased back into regular classes all at once or one course at a time. A phase-out conference was held for the student, the STAY teachers and the regular subject teachers.

"Earn and Learn"

One hundred youngsters were identified by KAPS to perform school-centered tasks in an effort to provide them with paid employment and to decrease the chances that they would drop out before receiving a diploma. Secondary students could receive a stipend for tutoring youngsters in the KAPS elementary schools. The tutors were chosen from

among those students who were dropout-prone and underachieving in school. Economic need was also a problem for elementary age youngsters so some of these pupils, who were identified as dropout-prone, were selected to perform school tasks in return for points. The points were redeemable for school supplies and educational games and toys.

A program to place underachieving, poorly motivated secondary students in part-time jobs proved to be the most difficult to put into practice and the least effective. It was dropped by the project and replaced by Tele-School. Under this part of KAPS, 25 seniors at Dunbar High School were trained for part-time jobs by the Chesapeake and Potomac Telephone Company. The students attended classes at Dunbar in the morning and reported to job sites in the afternoon. They were paid regular wages and treated like other employees performing similar tasks. One of the reasons given for the success of Tele-School was the cooperative, one-to-one relationship between the single company and the single school, said the C & P spokesman.

Recommendations for Replication of KAPS

The KAPS Project has prepared a comprehensive, clearly written history of its conception, birth and five-year life. Its motives are two-fold: (1) the document is to be used to disseminate information "about the effectiveness of KAPS as a dropout prevention project" and (2) it is to help other school districts "to avoid the shortcomings" of KAPS.

KAPS makes the following recommendations to any district interested in replication:

- It is better to start with a small population than to spread efforts too thinly.
- A stabilized staff reinforces education as being on a continuum.
- Evaluation is essential for any program.
- Continuity of skill development is invaluable, especially as students progress from elementary to junior high, and from junior to senior high.
- Community involvement during all of the planning and implementation steps of a project is vital.
- Students' needs must be assessed and the curriculum geared to meet those needs.
- Staff training is essential to the implementation of any concept or component.
- Behavior modification is best attained when the behaviors are identified and students help to determine the reinforcers.
- The pupil-service team is the backbone of the STAY concept.
- STAY centers should be a part of the regular school setting.
- Students who drop out should be brought back to school by November, at the latest, if they are to achieve academic and social success within a school year.
- Continuous follow-up procedures are necessary for all components.

For more information, contact Mrs. Pauline Bruce, Acting Project Manager, Project KAPS, 200 North Central Ave., Baltimore, Maryland 21202; (301) 467-4000.

2. FALL RIVER MASSACHUSETTS: EMPHASIS ON NINTH GRADE

Project Process combined preventative and remedial elements in its attempt to keep in school those students deemed to be potential dropouts. Many of its processes have been successful — so much so that they are now integral parts of the Fall River school system.

Among the project's strategies were the following:

A ninth grade instructional model which operated in two schools. Five teachers and one home-school counselor worked with a group of 80-100 potential dropouts in each school. The five teachers comprised a supportive, coordinated team. Four of the teachers taught major subjects, one taught reading. All worked together to reinforce learning through individualized instruction as well as social and psychological development.

A home school counselor worked with the teacher team. The counselor followed up on absences, served as the general liaison between home and school and conducted group and individual counseling sessions. He advised school administrators on the need for disciplinary measures and kept the teaching team informed on outside influences affecting individual students.

A Y.O.U.T.H. Program, which was expanded from an after-school program set up to provide potential dropouts with marketable skills and experience in the operation of a business. In the program, which developed into an in-school alternative curriculum, youth designed, produced and marketed wood products.

Camp Interlochen, a summer camp/ecology program for 60 to 80 potential dropouts. The students, grades 9-12, worked with teachers in providing recreational experiences for 600 Title I disadvantaged children. At the same time, the students could take summer make-up classes for courses they had failed during the previous school year. They were also enrolled in ecology courses, which gave them opportunities to do field work in water and air pollution for high school credit.

A Work Study Program for students in grades 10 - 12 which provided early school release for employment. After being conducted as a pilot in 1972 for 50 potential dropouts, the program was expanded into an alternative curriculum. Of 227 students enrolled in the program, 185 completed it. High school credit was granted according to the amount of time students spent at individual work stations.

The Alternative School Programs, known as Q-School I (for ages 13-16) and Q-School II (for ages 10-12). These two alternatives were geared for students who could not function successfully in a traditional school setting. The accent was on counseling and individualized instruction in a more loosely structured environment than the project classes. Participants stayed for a minimum of five days, returning to their regular classes as soon as their behavior was favorable.

Automotive Professional Training, an after-school program which provided target students with skills in automotive maintenance and minor repairs. The course, which was cosponsored by Shell Oil, prepared students for employment in high volume multi-service stations. The results show that 26 students out of 40 who enrolled in one year completed the course, and 65 percent of them received credit toward high school graduation.

Curriculum and Staff Development. The Title VIII staff and outside consultants worked with all teachers and counselors to individualize the curriculum and to help them become more sensitive to the needs of students. Teachers, counselors and administrators in the Fall River Public Schools participated in teacher workshops (on released time) and made on-site visits to other schools. Teachers diagnosed students in the areas of reading, math and English and they developed individualized units in math, reading, social studies, science and English.

The effects of the project were felt most in the 9th-grade program. Students with the highest potential for dropping out were assigned to Process classes. In 1971, for example, of 159 students who were assigned to the classes, 29 dropped out. Over the next two years, the percentage of such "high-risk students" who decided to drop out was held constant. By comparison, the percentage of 9th grade students who were not assigned to Process classes and who dropped out, increased substantially. Students in Process target schools raised their grade point average from 69.3 in 1970-71 to 74.6 in 1971-72. Another group went from 69.7 in 1971-72 to 75.3 the following year. A third group went from 71.3 in 1972-73 to 74.5 one year later.

The project also gauges its success by a reduction in school suspensions — "a highly sensitive area for principals." It notes that the district has had no consistent pattern or written policy. On many occasions, project staff intervened prior to a student suspension to set up an individual contract with the principal and the student, "often with a great deal of success," noted James A. Wallace, administrative assistant. "This kind of negotiating, which engages people to deal with their behaviors, particularly when they are inconsistent, is a powerful force of Project Process," he said. In three schools, the recorded incidences of suspension for 8th and 9th graders decreased 47 percent; overall, the suspention rate for all target schools dropped by 18.6 percent.

A September 30, 1974, report notes that 15 or 22 programs (69 percent) initiated by Project Process have been integrated into the Fall River Public Schools. Four of the programs were still being administered by the project staff and only three programs (13 percent) had been dropped.

For more information, contact Mr. James A. Wallace, Jr., Fall River Public Schools, 520 Rock Street, Fall River, Massachusetts 02720; (617) 679-4311, ext. 343.

3. PROJECT STAY: WORK-STUDY PLUS GUIDANCE

The dropout problem would be of little or no consequence if dropouts left school equipped with skills which would permit them to hold jobs, St. Louis' Project Stay maintains. That, it adds, is not the case. Consequently, Project Stay, with funds provided unter Title VIII sought to reduce the 19.9 percent dropout rate in a ghetto school, Soldan High School, by concentrating on a work-study project. It aimed at getting students to enter into occupational fields where they had potential to succeed and opportunities commensurate with their inclinations and capabilities. For some students, the work-study experience made them realize that more extensive formal education would be required if they wanted to achieve their career goals.

Each student worked one-half day at the site of the cooperating employer, with the exception of students who worked for the McGraw-Hill Publishing Company. They spent the full day at the site, with instruction provided by a business teacher for half of the day and worked on the job for the other half day.

Eleven work-study teacher/coordinators, all with teaching certificates or industrial arts certificates, worked with an average 351 students each semester. Students were paid $3 per half day by the project for the first 15 weeks, with the employer then picking up the tab for the student's stipend for the remainder of the semester.

Job attendance of the work-study students during 1972-73 was 89.1 percent, and their school attendance was 87.8 percent — which was higher than the attendance rate for students who were not enrolled in work-study.

Each teacher/coordinator taught a work-related class, supervised students and served as a liaison person between the employer and the school. In addition, each teacher/coordinator concentrated on developing job-related characteristics and attitudes among students, including: getting to work on time, getting along with other employees, dependability, honesty, loyalty, using correct language when communicating, appreciation for the work area and giving a day's work for a day's pay.

The areas and companies open to the students in addition to the McGraw-Hill program were Sinclair Oil Company, the Missouri Botanical Garden, house trades, sales service, hospital work, professional aide work and child care. The more skilled students, among the dropout-prone, were sought as candidates for work situations requiring higher entry-level skills than the average potential dropout possessed.

The project reports many problems in trying to operate a work-study program. The most serious problem was that of getting students to and from their jobs, which was solved by providing transportation on buses owned by the project and by buying student passes on public transportation.

Guidance: For One and All

The guidance activities initiated by the Title VIII Project were aimed at all students in the targeted schools, but particularly at the potential dropout. Teachers were given direct responsibility for guidance and counseling activities, with each teacher accountable for 25 students. The teacher/advisor met with his group on a daily basis, made home contacts, checked on absences, and helped students acquire special services when they were needed. During the first two years of the project, teachers/advisors received additional compensation for these services. In all, 180 teachers received preservice and inservice training.

With the change in roles, and the shift in guidance functions to the teachers/advisors, the number of counselors at the senior high school was reduced and the number of social workers increased.

At the elementary target school, a counseling learning center was set up to help children deal with difficulties as close to the time they occurred as possible. The counselor who was assigned to the learning center team intervened when emotional or social adjustment problems occurred. For example, students who exhibited one or more of the following characteristics would be referred to the center:

- very aggressive (e.g., initiates fights)
- very withdrawn
- disrespectful to adults to an extreme degree
- ability to perform but no real attempt or interest in doing so
- poor image of self

The learning center also served as a "cooling off" room when tensions mounted in the classroom between student and teacher. Although two regularly scheduled crisis periods were provided daily, children displaying extreme forms of aggressive behavior could be sent to the center at any time during the day. The center kept records of each referred crisis case and, by becoming aware of the child's pattern of behavior, was able to develop a treatment plan for the child. In some cases, the child was enrolled in the center on a regular basis, particularly after the fourth crisis visit.

Results

The dropout rate for 1973-74 at the targeted high school stood at 15.37 percent, up from 14.43 percent in 1972-73 and 11.24 percent in 1971-72. (Its goal for 1973-74 had been set at 10.5 percent.) The absenteeism rate was similarly discouraging; yet only 29 of 216 students enrolled in the work-study program dropped out. Additionally, the project says the "simple per-pupil cost" for the work-study program amounted to $898 (based on a 322-student enrollment in 1971-72) whereas the cost for the city's delinquents was $1,601 per youthful offender.

For more information, contact: Lamar F. Smith, Northwest-Soldan District, 5331 Enright Street, St. Louis, Missouri 63112; (314) 862-0243.

4. PROJECT ARISE: PARENT POWER

Project ARISE, a Title VIII project in poor, black Macon County, Alabama, determined that the main reason students dropped out of the target school was economic necessity. Another contributing factor was the level of formal education among parents. Less than 20 percent of the parents of ARISE students had completed more than nine years of formal education.

The reduction in the dropout rate at the target school, Tuskegee Institute High School, is credited to the comprehensive involvement of some of the parents of dropout-prone students. Thirty-one parents — each with one or more dropout-prone children -- were hired as Parent/Counselor Aides (PCA). Their main job was one of attendance officer and counselor, with responsibility for their own children and 9 to 12 other children in their neighborhoods. Other requirements for the PCA's were regular attendance at PTA meetings and enrollment in Adult Basic Education (ABE) classes.

The PCA's were made aware of where and how to obtain the services available through special school programs and community agencies. They, in turn, contacted the 350 potential dropouts and their families to pass on information about the services and to help students obtain help in the areas of finances, employment or educational opportunities.

Results of the project included significant lowering of the dropout, absentee and suspension rates. In addition, involvement in the project resulted in some changes in the economic status of the PCA's — changes that were responsible for improved attitudes of the entire family toward schools and education. Other results related to the parents employed as PCA's: thirteen of the parents, for example, were on welfare before being hired as PCA's. Previously, 17 had no job whatsoever and none of the 31 had attended ABE classes. Most of the PCA's were enabled, "through training sessions and assistance from others on the staff," says the project's final evaluation report, "to accomplish the necessary tasks, including frequent written reports, despite severely limited education of some."

Any district interested in replicating the PCA component of the ARISE project could consider several options, noted the project staff members. One option would be to pay the PCA coordinator a full-time salary and the other PCA's a half-time salary. (The salary expense for 55 aides employed during two school years totalled $220,000. Twenty-four PCA's served 250 students in 1971-72; 31 PCA's served 350 students the following year.)

A second way would be to hire the PCA coordinator but to recruit volunteers for other positions, with an allowance for mileage only. A third option would be to increase the caseload of each PCA to 20 or more students.

For more information contact, James E. Carter, Director, Project ARISE, Macon County Board of Education, P.O. Box 90, Tuskegee, Alabama 36083; (205) 727-5383.

5. PINE RIDGE, SOUTH DAKOTA: INDIAN SELF-DETERMINATION

The Adult Attitude and Student Retention Program located on the Pine Ridge Indian Reservation followed the theme, "If Adults Change, So Will Children." The need for change was well known: the 12,000 Oglala Sioux living on the reservation were subject to extreme poverty and unemployment. There was an exceptionally high suicide rate. Educational statistics were equally grim: 75 percent of all Indian children who started school on the Pine Ridge Reservation never graduated from high school and 34 percent of the children graduating from the eighth grade never completed grade nine.

The Pine Ridge Title VIII project departed from the usual procedure of trying to effect change for students. Instead, its primary goals became Indian self-determination and the improvement of adult responsibility for education. The idea was to allow the Indian community to gain control of local education and to provide it with the resources and the know-how to do so. As noted in a history of the program, Historical: A Narrative of Change, 1969-1974, "In the early days of the program, the personnel and activities were a threat," particularly to the BIA (Bureau of Indian Affairs) administrators, teachers and some of the employees. The teachers did not hesitate to say in strong terms "that they 'wanted none of this Title VIII program.'"

The program also experienced difficulty in trying to recruit staff, some of whom came a long distance for interviews "and left after seeing how futile the future was." Of the 84 persons who worked in the program throughout its lifespan, 80 percent were Indian. The program had two major components: Personal Change and Institutional Change. Personal Change contained three thrusts: community development, diagnostic and prescriptive inservice and student focus. Community development activities included an Action Task Council, mass meetings and parent/teacher seminars. Parents who had students in the dormitories and all parents who had students in the Community School were given $5 stipends to attend the seminars. In the fourth year of the program, the stipends were discontinued and other incentives and strategies were used. Attendance did not fall off.

The project also abandoned the concept of attendance aides on the premise that the school had responsibility for increasing attendance and reducing dropouts. The money used to fund attendance aide positions in 1972-73 was directed toward providing teacher aides in the classroom.

Parent participation was seen as a key and "one of the most valuable results" of the Title VIII program, according to the program's former director, Terry Albers. "Title VIII left behind models that will work, even with limited funds," he says. "If the schools want to keep parents involved, they have the models and know how this can be accomplished." Another big accomplishment, in his view, was the lessening of teacher resistance to outside help.

One of the program's weaker areas, he notes, was the lack of a process to help the community understand the concept and direction of the program. To overcome this problem, a monthly newsletter was initiated during the final year of the project.

Diagnostic and prescriptive inservice seminars were held for teachers, administrators, paraprofessionals, school boards and dormitory staff. A Junior Tribal Council, which got started with the help of the project, provided input into social and academic areas of student life. The Council is vouched for by the county superintendent and the principal of the Community High School. They recommended that it be continued and funding be provided to allow for leadership training classes for Council members and for trips by members to other schools with successful student government.

The second component of the program, Institutional Change, was basically an effort to strengthen the local Indian school board. Formerly, the board had directed much effort "at areas they were not trained or equipped to handle," said E.C. Coddington, former superintendent. Jim Mousseau, Oglala Sioux and chairman of the Unified School Board, supports the Title VIII project. "Whenever we had a problem or didn't understand something, we went to Title VIII. If they were unable to help us, they sent us off to get further training and help."

Although the model used in Pine Ridge focused mainly on adult change, the curriculum came in for its share of revision. At the middle school, reading and math labs were set up; Graphic Arts and Auto Mechanics were added to the high school curriculum; and a basic skills continuum was developed. The Title VIII program also takes credit for causing the local schools to come up with the only complete guidance and counseling program designed exclusively for Indian students.

The program has accomplished many of its goals. James F. Lomas, principal of the Community Schools, feels the schools are "only a short distance away from local control of education by school boards on the Oglala Sioux Reservation."

Although the program was apparently subject to many difficulties during all of its years of operation, positive changes have resulted. The number of dropouts was reduced from 116 in three target schools in 1969-70 to 41 in 1970-71. Although a slight increase occurred in 1971-72 (54 students dropped out), the dropout rate was down to 13.36 percent, considerably lower than the 1969-70 rate of 18.67 percent.

Among the numerous recommendations detailed in the project report, Historical: A Narrative of Change, are the following:

- Teacher inservice should be based on a needs assessment and related to personal goals and curricular organizational patterns.
- School boards should determine their inservice needs.
- Inservice for administrators is of the highest importance. "Too often we work with teacher responsibilities which often tends to increase frustration as they stand powerlessly waiting for cues from their leader."
- More community involvement requires more work by staff members, in the form of evening seminars, home visits and needs assessments conducted by the teachers, community task forces, etc.
- In addition to training for school board members, training should be extended to the "unelected" leadership in the community.

- Establish orientation for all new teachers in community culture, values and lifestyle.
- Continue the Indian Awareness program.
- A continuing intervention similar to that of Title VIII—a change agent outside the direct supervision and control of education—is highly essential in a community of limited economic resources.
- Build communication lines through the whole reservation (or community).
- Establish some type of alternative for the dropout. "We still lost many students because they never felt ownership in the school."
- Hire students who have droppout out. Give them paraprofessional training and paraprofessional status with a job and salary, thereby reinvolving them in the educational process.

(Project reports on the Pine Ridge Title VIII project are available from the Shannon County School District Office, Batesland, South Dakota.)

6. RIVERTON, WYOMING: MANY APPROACHES

PASCAL (Program to Attract, Satisfy and Certify All Learners) received $1.4 million in Title VIII grants over a four-year period, plus phase-out funds. Additional money was provided by the State of Wyoming for the development of an occupational demonstration center. The project had many focuses—from curriculum and occupational development to community and cultural activities. An alternative was provided for students who could not function in the regular school program, and particular emphasis was placed on the learning disabled student.

What did PASCAL accomplish? The dropout rate in the Riverton School District decreased from 8.6 percent in 1972-73 to 7.9 percent in 1973-74. Fifty-eight of 118 PASCAL students dropped out in the project's third year of operation. This prompted the evaluator to comment: "The dropout rate is not as low as was hoped but is still very commendable considering the type of student that the project is dealing with."

The evaluator also included the following comments about dropout prevention based on what the project had learned over the past years.

- The identification and treatment of learning disabilities should be provided for in early elementary grades, as a means of preventing dropouts in later years. This requires coordinated efforts among teachers, principals and learning disabilities and the users of test results. Most elementary teachers require inservice training to make them aware of how to identify and cope with students' learning disabilities.
- Teachers must understand student attitudes if they are to be successful in dealing with dropouts.
- Team teaching of subjects at the secondary level proved to be successful with PASCAL students.

- Flexibility to take advantage of new developments and methods is essential in projects such as PASCAL. "If the project is restricted by specific objectives or rigid rules and regulations, it will be impossible for staff members to take advantage of new methods or new situations as they arise."
- Communication can be a serious problem for a program such as PASCAL. "Interviews with the regular staff members (of the Riverton School District) revealed that most of the district is unaware of the good outcomes and is also ignorant, in many cases, of the basic purposes of the PASCAL program," the evaluator noted.
- Home contacts proved to be a very valuable method of reducing the dropout rate. The first home contacts should begin when students are in elementary grades.
- The home-study approach should be increased for dropouts.

Added to these comments are those of John Fixter, Coordinator of Alternative Schools for Project PASCAL. When he was asked to name PASCAL's most successful approaches, he cited the following:

- An interdisciplinary team of teachers who are committed to the program. Each team teacher is assigned a number of students. He monitors their progress and makes at least three home contacts per student per nine-week period to inform parents of both positive and negative progress by the student.
- Inservice education for teachers and administrators, including training programs in the use of Distar (reading) and behavior modification and a "reality therapy" workshop on classroom discipline.
- Individualized curriculum for all grade levels that makes use of community resources and the environment. Examples of student activities include volunteer work at a state training school for the retarded, conducting a canned food drive for the needy, and participating in a wilderness education course.
- Involvement of parents and community members, whenever possible. Activities include a Thanksgiving dinner for all PASCAL students, staff and their families and meetings on the reservation, with Indian parents.
- Development of an occupational curriculum for grades K-12 (in alliance with a federal grant under the Vocational Education Act).
- Development of a diagnostic and preventative program in the elementary program through the learning disabilities part of PASCAL.
- Development of curriculum materials to be used by the district's classroom teachers as "alternatives" to their own program. Through the use of Title VIII resources, the K-12 curriculums were revised for science, social studies, reading and occupational education.

Fixter adds, "I feel the greatest measurement of our success can be measured by the commitment we have received from other teachers and administrators. The superintendent has committed himself to have an alternative school program which would incorporate the cultures and occupational component. The learning disabilities component has already expanded and is being funded by the district and the state. A district-wide media center is being developed which will be fully funded by the district. In a nutshell, the program will operate similar to this year, only with a reduced budget."

For more information, contact: Mr. John Fixter, Coordinator of Alternative Schools, Project PASCAL, Riverton School District #25, 121 North 5th Street, W., Riverton, Wyoming 82501.

7. DAYTON OHIO: CRISIS ROOM AND READING LAB

Project Emerge, funded under Title VIII for $2.4 million for five years of operation, found it could not meet its original objective of reducing the dropout rate by 75 percent. It did, however, reduce the rate of dropping out from 14.2 percent in 1968-69 to 10.8 percent in 1973-74, a 23 percent decrease. In addition, the project proved the worth of two of its components: The Shop (an in-school crisis room) and the reading lab.

Operating originally in two elementary and one high school in the predominantly black Model Cities area of Dayton, the project focused its resources in 1973-74 on the ninth grade students at 1,400-student Roosevelt High School. Details on The Shop and the Reading Lab follow.

The Shop: Reducing Suspensions and Expulsions

"The dropout rate would decrease considerably if school personnel did not ask students to leave." This bold conclusion by the Dayton Public Schools set the stage for "The Shop," a key part of Project Emerge. The Shop is a crisis room in the basement of Roosevelt High School to which students are assigned for varying amounts of time, from one class period to 10 days. Any student who demonstrates poor self-control may be referred to The Shop. Poor self-control is defined as either a spontaneous or non-spontaneous act, including fighting, defacing property, walking from a room, disrespect or defiance of a teacher, continuous profanity or obscene language, excessive talking or arguing, frequent tardiness to class or to school.

The Shop's purpose is to defuse potentially explosive situations. The methods include "rap" sessions between students and project personnel, student-teacher conferences or student-parent conferences. If a specific teacher refers many students from one class to The Shop, a guidance worker conducts a group session in the classroom. Furnishings in The Shop are spartan; the floor is bare concrete. Reading materials, textbooks and some games are available as well as tape recorders, cameras and walkie talkies. Students must keep up with the classroom assignments during their stay in the crisis room.

In 1973-74, The Shop handled 691 cases involving 414 different students. On an average day, three students were referred to the center. The results have been positive. According to evaluations of 319 cases by faculty members, The Shop was considered helpful in modifying behavior in 83 percent of the cases. Only two of the referrals resulted in unsatisfactory behavior modification. Fifty-three students (16.6%) did not change their behavior as a result of their experience in the Shop.

Emerge staff members believe that The Shop has reduced tensions and alleviated the "power game" between students and teachers. A research report on the project adds: "When the shop's guidance worker enters the picture as another dimension, the question no longer is, 'Are the teachers always right and the students always wrong?' Rather, the question is, 'What values and whose rights are in question?'"

The suspension and expulsion rates at Roosevelt High School have been reduced considerably since the introduction of the Shop. In 1969-70, 96 students were expelled for a semester. When the figure climbed further in 1970-71 (to 112 expulsions), the project evaluators recommended that "a frontal attack on the suspension mechanism and its causes is necessary if the Roosevelt dropout rate is to be significantly reduced." In 1971-72, (after The Shop was set up), the number of expulsions dropped to 35, with a further drop to 19 in 1972-73, and increased slightly to 27 in 1973-74. A similar pattern emerges in the number of suspensions: 433 in 1969-70, 536 in 1970-71, 282 in 1971-72, 279 in 1972-73, and 212 in 1973-74.

The Reading Lab

The Reading Lab dealt with one of the basic problems of many of the targeted students: the lack of reading skill. Sixty-five students were served by the lab in 1972-73. Each student attended regular lab sessions and biweekly conferences with a teacher counselor.

Students were assigned to large and small group sessions and tutorial sessions, when needed. The basic materials used are the Education Developmental Laboratory and the Imperial Junior High Reading Program, along with: Multi-Media Language Master, Tach X, record players and tape recorders; multiple teacher-prepared materials for individuals and small groups; strong emphasis on listening skills; wide variety of high-interest, low-vocabulary materials (paperbacks); and the development of individual and small group performance contracts.

Of the 65 targeted students enrolled in the lab during 1972-73, 87 percent achieved at least a year's progress. The pre-test grade placement mean in reading for 34 male enrollees was 4.9 years; the post-test, 7.0. For 31 females, the pre-test mean was 5.2 years and the post-test, 7.4 years. During 1973-74, 99 students were pre- and post-tested. Their average increase was slightly over one grade level, however, these students were in the lab for only one semester.

Final Evaluation Recommendations:

The final evaluation report includes the following recommendations:

- An objective needs assessment should be conducted prior to development of any program component.
- Better means of communication and liaison between project and school staff are needed. The evaluator suggested that the principal should also be the director of the project. Lacking that, the director should be in the same office complex as the principal and should be included in the school's administrative team.
- Project objectives should reflect only the project's activities and should not attempt to reflect total school objectives. "It is unrealistic to expect a project which serves directly one-fourth of the students to have an effect on the total school dropout and absentee rates."
- The responsibility of project personnel should be made clear to both the person being hired and the person for whom they are working.
- More money should be pumped into work programs.
- The Board of Education should initiate cooperative arrangements with local social agencies in meeting student needs. "The assistance that schools give to (needy) students could be enhanced by having personnel from various agencies located in the school building."
- Occupational information should be integrated into the total school curriculum.
- The curriculum should be individualized to meet the needs, ability levels and interests of the students.
- Both "The Shop" and the reading lab have proved to be successful components of the project and should be implemented in other schools.

For more information, contact: Gladys Moses, Director of Project Emerge, Roosevelt High School, 2013 W. Third Street, Dayton, Ohio 45417.

8. PHILADELPHIA: OUTSIDE LEARNING STATIONS

Thomas Alva Edison High School, the target school for a Title VIII project in Philadelphia for four years, had the highest dropout rate in the city — approximately 60 percent. In addition, Edison High was known for gang tensions, racial problems and a lack of interest in education. The Edison project had an enrollment of 300 students in September 1973, 100 at Edison High and another 200 at an annex, called the Edison Component.

An alternative school focusing mainly on work/study, The Edison Component has been successful in getting real and potential dropouts and truants back in school. According to a project report, however, students in the Edison Component are still in great need of remedial instruction in reading and math and many have not received physical examinations nor ancillary medical services. One of the more successful parts of the project was the inception of outside learning stations as part of an emphasis on career education.

Students spend up to a week at learning stations throughout the city. Each learning station is a business or agency which has agreed to let students learn and sometimes work on the facilities. Participating agencies have included: IBM, the Federal Reserve Bank of Philadelphia, the Philadelphia Zoo, the Philadelphia Court of Common Pleas, the Philadelphia Federation of Teachers and the School District. The 1973-74 evaluation report says the 11 stations show promise for becoming the vehicle through which a coordinated interdisciplinary curriculum program can be developed.

Ideally, the evaluation report says, each learning station should have the following attributes:

- Career exposure which offers active observation of real-life job activities and hands-on experience.
- On-site education experiences, including academic education (e.g., doing a science experiment at a chemical company), and skill exposure (e.g., learning how to keypunch at a computer company).
- Use of learning station experiences as a framework for developing interdisciplinary curriculum. The report recommends that teachers be involved in planning and implementing learning stations and developing preliminary and follow-up curriculum for use with students prior to and following their experience at each learning station.

The 11 outside learning stations offered students varying degrees of career exposure, with IBM and the Post Office as the most outstanding stations, the evaluation report notes. The reason: students were actively engaged in job activities and hands-on experience and each group of students was divided into subgroups at both of these stations. This meant that each group received extensive exposure to a specific work area instead of the entire group being equally exposed to all work areas.

The evaluation report says students received "minimal" career exposure in learning stations where students spent most of their time in a meeting room.

Outstanding learning stations with respect to "educational experiences on site" were the Zoo, Rohm and Hass (a chemical company), the Philadelphia Federation of Teachers and the Board of Education, the Free Library of Philadelphia and the Post Office.

Brief descriptions for two of the learning stations follow:

IBM: Three groups of students, 10 to a group, participated for three consecutive days. Each group was subdivided and sent to two IBM district offices. On the first day, students learned in a general orientation about corporations, computers and the rules that all IBM employees must follow. For the next two days, each student was assigned to one of the following work areas for on-site observation and learning: accounts payable, instructional inventory, dispatch, supplies, mail room, maintenance, accounts receivable, keypunch and machine room. The project's career development specialist developed follow-up academic activities, including the preparation of statements of account, a reading exercise on computers and a lesson on corporations.

Post Office: A group of 21 students participated in a five-day learning experience at the Post Office. Students toured Philadelphia's main Post Office facility on the first day. On the second day, they were put through representative training modules such as typing, basic math, reading, truck operation and other skill areas used by the Post Office. For the remaining three days, the students were split into three subgroups of seven students each. Each student was assigned to accompany and observe an employee in one of the following areas: delivery and collections, postal source data, quality control, truck terminal and garage operations and mailing requirements.

For more information on the Edison Project, contact: Nathan Beale, Potter Building, 4th and Clearfield Streets, Philadelphia, Pennsylvania 19133.

9. SEATTLE: THE CENTRAL AREA DROPOUT REDUCTION EXPERIMENT

Approximately 1,500 students at four schools had problems serious enough to warrent participation in Seattle's Title VIII dropout prevention project known as CADRE. The targeted schools, located in the Model Cities area, included one elementary school, two middle schools and one high school. The problems ranged from deficiencies in reading or mathematics, emotional or disciplinary problems, low gradepoint average, frequent absence, lack of motivation or "a tendency to drop school altogether if no personal attention was forthcoming."

In the targeted elementary school, a counseling-learning team included a counselor to work with students, teachers and parents and to intervene immediately in any potential crisis situation. "The Leschi Elementary School staff can be proud of their efforts to reduce school absenteeism," notes Owen G. Lee, director of CADRE. The absentee rate dropped by 30 percent in a year's time, with the rate for the targeted students only 1.8 percent higher than the citywide average for elementary schools.

At the middle school level, the program coordinators and staff selected students who were below the 5th grade level in reading and math to become participants in the skills labs for individual instruction. During the 5 years of Title VIII participation at Meany and Madrona, significant gains have been made in improving the reading and math skills of selected students. Target students at Meany and Madrona showed increases in reading of 1.9 and 1.3 grade levels, respectively, during a 1-year period. "Vast" improvement in the attendance area has also been noted.

At the high school level, students were offered a half-day work experience program based on two commitments they had to make: to attend academic classes on a regular daily basis and to go to the work site every day. The high school, which is

heavily segregated (80.8 percent black) included students in the program who had a 15 percent or more absentee rate, as well as students with basic skill deficiencies.

Ninty-five students were enrolled in the work experience program during 1973-74, and 71 received high school credit as a result of working 200 hours or more. Employers gave 12 students a "superior" on-the-job rating. In addition, 21 students received above-average ratings; 14 average; and 9 below average.

During 1973-74, the dropout rate at the high school was reduced by 18.4 percent over the previous year, and the absentee rate was decreased by 12.5 percent. "These notable accomplishments," says Lee, "can be attributed to the student services personnel who worked together to follow up on and counsel students with attendance problems."

The annual dropout rate for grades 9-12 went from 16.86 percent in 1968-69 (257 dropouts out of 1,524 enrollment) to a 4 percent rate in 1973-74 (45 dropouts out of 1,120 enrollment). Federal funds granted to the project over the six-year period amounted to $3.6 million.

For more information, Contact: Owen G. Lee, Director, Project CADRE, Seattle Public Schools, 1729 17th Avenue, Seattle, Washington 98122; (206)587-4350.

10. ENGLEWOOD, COLORADO: OUTREACH

Project Outreach, operating in the Sheridan (Colorado) School District, has been seeking to reduce the dropout rate in the district high school by concentrating on four objectives: to reduce absenteeism, to reduce D and F grades, to improve attitudes and to improve achievement. The project, funded under Title VIII, reports a reduction in the dropout rate from 15 percent to 5 percent during the first year of operation. The rate held steady during the second year but increased to 8 percent the following year. The absentee rate decreased as did the number of D and F grades received by the target students who attended an Individualized Learning Center, one of the key components of the project.

The Individualized Learning Center was set up as a separate facility to serve potential and actual dropouts who were not able to function in the traditionally structured system. One part of the center offered a diagnostic and prescriptive service which, according to the 1973-74 evaluation report, represents the "greatest single achievement of the center during the school year." The center was successful in developing a more comprehensive academic program and in refining an individualized reading program. The project also continued its practice of giving students a "significant" part in decision-making, "one of the strong points of the center's holding power."

However, the target secondary schools did not refer students to the center for diagnostic testing, as planned. "Communication between the component and the remainder of the target school system was inadequate," the evaluator concluded. The center also lost its vocational counseling services and could not develop occupational

training programs for its 61 students. While approximately one-third of the project's targeted students were involved in work experience programs, only two students attended professional occupational training. The project was successful in involving families of the center's students in therapy groups conducted by the project counselor and psychologist.

An objective for students enrolled in the learning center was to increase their vocabulary and reading comprehension, as measured by standardized achievement tests, by one year during the 1973-74 year. The pretest scores in vocabulary for the students ranged from 2.3 to 13.8; the post-test scores, 3.3 to 14.5, or an average gain of one year. In reading comprehension, the pretest scores ranged from 4.0 to 14.8; the post-test scores, 4.5 to 14.1 or an average of .6 year.

The project retained 79 percent of the students enrolled in the Center in 1973-74 and it decreased the percentage of low and failing grades received by the newly enrolled students from 40 percent to 18 percent.

The evaluation report indicated, however, the kinds of bridge-building needed by Project Outreach (and any other project): only one counselor was available to work with students in prescribing services to the general high school population; the project did not have the authority to institute its concepts and processes into the district and found it difficult to do so; communications within the project and within the state about services and activities were weak; few teachers devoted more than one or two days to improve their teaching skill and to develop curriculum materials...

For more information, contact: Dale E. Hensley, Project Director, Project Outreach, Sheridan School District No. 2, P.O. Box 1198, Englewood, Colorado 80110; (303) 761-4314.

11. TEXARKANA: ATTITUDINAL CHANGE

The Texarkana, Arkansas, Title VIII dropout prevention project was known more for one particular aspect of the program, performance contracting, than for any other. However, there are other lessons to be learned from Texarkana.

An administrator of the Title VIII project noted, for example, that the greatest impact the project made on the district was in the "attitudinal change" of administrators and teaching staff. "This program shocked us out of our complacency and made us eager to try innovative methods in teaching."

Superintendent Edward D. Trice detailed what was learned in the initial years of the Title VIII project:

- The assessment of needs dramatically stressed the importance of collecting, recording and interpreting data on students.
- The teacher was found to be the chief change agent; therefore, selection of the right kind of teacher is important. Trice advised: The teacher should have the ability or be ready to individualize instruction, to project an empathy to all students (especially the disadvantaged or minority student), and to recognize the need for modifying the behavior of students.

- The attitude of the principal, particularly with regard to student suspensions, retentions, grading, textbooks, and dropouts, is imperative to success or failure.
- Technical assistance or expertise can be a significant factor in success.
- Community contact persons, who can serve as paraprofessionals, can make vital contacts with parents who would not ordinarily express any interest in school activities. They can identify reasons for a student's nonattendance, help find out health and other related needs of the student and family so that proper referrals can be made, and interpret the school program to parents.
- Materials should be selected to match the spread of individual differences. Students should be allowed to operate according to their readiness to perceive.
- Teaching activities such as lectures, discussions, question-answer and homework must give way to effective and interesting drill, individual supervised study and varied review.
- Schools must provide, or compensate for lack of psychomotor development and affective growth in students.

For more information on the Texarkana project, contact: Martin J. Filogamo, Instructional Center, 233 E. Short 10th Street, Texarkana, Arkansas; (501) 772-7511.

CHAPTER VI

TITLE III: THE ALL-ENCOMPASSING PROGRAM FOR SCHOOL IMPROVEMENT

The innovative thrust of ESEA Title III over the past nine years has affected all parts of education and virtually everyone connected with a school — students, teachers, administrators, parents, local education agencies and state education agencies. No subject area has been left untouched; few methods of instruction or new approaches to learning have escaped implementation and improvement by Title III programs across the country.

Title III, as an identifiable categorical program, leaves a rich and comprehensive legacy for dropout prevention and dropout remediation. In the past two years, for example, 199 Title III projects have been recognized as exemplary and worthy of adoption by other school districts. Each project has been developed in a school district over the period of three to four years, generally followed by expansion into other districts and states after it has proved its effectiveness.

The focus of the Title III projects ranges from reading, affective education and individualized instruction to teacher/staff development, career education and early childhood education — all areas that must be considered in any serious attempt to get students off on the right track and then to keep them in and interested in school.

This section will describe a representative sampling of Title III projects, chosen particularly for their applicability to dropout prevention. The National Advisory Council on ESEA Title III has available a limited supply of Innovative Education Practices, a booklet describing the 84 projects validated in 1974. For a copy, write to the Council at 425 - 13th Street, N.W., Suite 529, Washington, D.C. 20004.

1. RESCUING STUDENTS IN THE SUMMERTIME

Over the past 10 years, Project SPHERE has been working during the summer months with 5,000 children from Hartford, Connecticut's inner city: children who are at least two years behind in reading and math (potential dropouts), children who are not expected to complete school and children who are grade-level achievers. The students are transported out of the city to private, nonpublic school sites where reading and math are stressed, fun is part of the curriculum and student attendance is a sure thing. The 659 students directly served by the program in 1974 were drawn from 38 schools. Most of the students (568) were from grades 5-9. Seventy-four were third and fourth graders and 17 were from grades 10-12.

The Reverend David P. Kern, Executive Director of SPHERE, admits the program has never been fully evaluated. "This is a difficult assignment because we are a supplementary program and we have always believed that the possible results of our

efforts may not be fully measurable and certainly not in the short run." He knows, however, that students make at least a year's gain in either reading or math during their summer school experience.

The one survey made by the project of the students who were not expected to complete school — "battered children, almost hopeless" — revealed that 50 percent of them not only stayed in school but eventually went on the post-high school education for at least two years, says Father Kern. The lower quarter of the group of students who were two or more years behind in reading — potential dropouts — did even better. Eighty-two percent of the group finished high school and went on to higher education. The percentage of students from both groups who completed high school (without going on to college) was even higher. SPHERE is now studying its overall effectiveness in the improvement of students' self-concept and academic performance. A follow-up study of students who participated in SPHERE is also under way.

The 12 private schools that serve as summer sites for SPHERE students are trying to achieve the same basic ends (i.e., academic achievement, recreational experiences, helping the child to cope with his environment and regular school, building his self-concept), but they use varied means. The staff at one school, for example, started all reading, English and math program on the remedial level, but with careful allowance for students to move from one course level to another when they were ready. In each of the three disciplines, "advanced" classes were developed by mid-program (mid-summer), the coordinator reported. Reading books and drills were identified by grade level and all materials were selected with high-interest content in mind. English courses stressed fundamental grammar, usage and mechanics regularly applied to written expression drills at the student's individual level (remedial to advanced).

Additional activities for the group (all boys) included daily sports activities, weekly field trips, awards day, parents day and an "exciting and rewarding" four-day backpacking trip to the Adirondacks. The program was extended into the school year, with the help of 40 senior high students who volunteered to develop tutorial programs, to seek textbooks and materials, to plan field trips and to help administer special programs and testing. In a Saturday program, the boys return to the summer campus for tutor-student meetings, refreshments, sometimes, a field trip and sports activities. This school, like others involved in the SPHERE project, tries to bring the same students back to the program year after year for maximum effectiveness.

Another of the schools chose 35 girls from 75 who applied for an intensified boarding school program. Each girl was pretested in early June, with the results used to prepare an individualized course of study. Each instructor was required to have some city teaching experience and had to agree to live and work on campus for the summer. Six girls who had tried earlier and unsuccessfully to return to a regular school program were enrolled in the program under a contract between SPHERE and the Department of Children and Youth Services. Two of the girls ran away, but four stayed the summer and "worked exceedingly well." This accomplishment prompted the Department of Children and Youth Services to comment, "Considering the condition of the children we receive, it is remarkable (the girls) stayed the summer." Two of the four girls had severe reading problems. Through an intense, individual tutoring program, they were able to raise their reading level substantially.

The daily schedule for all of the students was rigorous. Classes ran from 9 to 3, with 45-minute academic classes in the morning and 75-minute activities in the afternoon. In the academic classes, a teacher and an aide worked with no more than 7 students. The low adult/student ratio, combined with the individualized approach, allowed the girls to make substantial gains: an average 1.62 grades in math and an average gain of 9.53 percentile points in reading. All aides and students worked in teams for 30 minutes daily cleaning the area of the school used by the students. Yoga, modern dance, basketball, softball and swimming in a nearby community pool were scheduled in the afternoons, with a two-hour compulsory study hall nightly.

Another of the schools also expected students to comply with a demanding schedule: five classes a day, six days a week; homework daily in every subject; a nightly study hall. This school picked 50 seventh and eighth graders — boys who would probably "have a much greater chance of giving up on the system if we did not handle them." Financial need was another important consideration. The coordinator notes, "we take kids who 'do not have it' at home."

With a 4:1 student/adult ratio, the program emphasized basic skills and art. Writing was considered especially important because "rarely does the student have to write in school; yet, with it, language is controlled in the other areas of speech and comprehension; without it, troubles ensue." Students were involved in producing a twice-weekly newspaper, as well as writing letters to home, formal and business letters and short stories. Each child made articles of art for one and a half hours daily for two weeks, with the emphasis on making things which could be owned and taken home. In daily, rigorous athletic activities, the staff members stressed sportsmanship and "correct losing/winning procedures."

Student accountability was built into the program. Each student was required to be successful in the summer academic program as well as be successful as a tutor in his home school during the regular school year in order to be eligible for the program the following summer. Only three students failed to make the grade and were refused entrance into the second summer program.

This particular school does not, as yet, have hard data to back up its success because the school's faculty members do not think standardized tests give a true picture of the accomplishments of the particular population the program is serving. More than 50 percent of the enrollees are Spanish speaking, with the records at their home school indicating they have strong bilingual disabilities. The school cites many student accomplishments, including: (1) students are attending regular school better than ever before; (2) most of the SPHERE students are showing academic improvement; and (3) classroom teachers are cooperating with the SPHERE coordinator by requiring successful classroom work before the students can attend their weekly tutoring sessions. (Each student must be successful in tutoring before he can enroll in the SPHERE program during the following summer.)

SPHERE has appealed to the State Legislature for $486,000 to stabilize the funding of the program and to restore programs that were cut for financial reasons "A serendipitous effect of our past efforts to gain legislative support for our work," says Father Kern, "has been the expressed desire from legislators from other parts of the state for the services of SPHERE."

See Reverend Kern's list of do's and don'ts in dropout prevention on page 9.
For more information, contact the Reverend David P. Kern, Executive Director, SPHERE (Supplementary Program for Hartford in Education Reinforcement and Enrichment), 62 Charter Oak Avenue, Hartford, Connecticut 06106; (203) 525-3195.

2. KEEPING STUDENTS IN SCHOOL VIA ALTERNATE LEARNING

The Alternate Learning Project (ALP), an experimental public high school funded under ESEA Title III, serves students who have been turned off by conventional high schools as well as those who believe they can prosper in an informal atmosphere — one in which they determine what they will learn and how they will learn it. The 125 students who attend ALP classes in a converted bowling alley in Providence, Rhode Island, are chosen by lottery from those who apply; approximately 61 percent are white, 33 percent are black and 6 percent are Spanish speaking. One-third of the students' families are at or below the poverty level, and at least 12 percent have dropped out of conventional school before entering ALP.

Students in ALP not only show better daily attendance, but the project's dropout rate for the year 1973 was zero. The attendance rate of ALP students as a group increased over the same students' pre-ALP school attendance. Before they enrolled in the project, the students averaged 115 days' attendance; in ALP, they averaged 168.9 days' attendance. This is considerably higher than the statewide yearly average of 157.4 days.

The curriculum at ALP is varied. Students select their courses during four 8-week periods followed by one week of evaluation. They may choose from the following areas: Social Action (site placement in the city, community organizing, related workshops and specialized coursework), Arts/Humanities (visual and performing arts, fine arts, history and appreciation, communication skills), Math/Science, Physical Education, Foreign Languages and American History. Each student is given reading, math and writing tests at the beginning of the year to establish if he has attained the predetermined level of competency in these areas.

Each student participates in two workshops annually on subjects ranging from Sexuality and Sexism, Class and Race, and Society's Institutions to Work and Life Styles, Violence and Aggression. Students are given the option of initiating courses or taking courses (sometimes for credit) at local colleges and universities. The school has focused on student learning, personal growth and attitude toward school.

The program's staff consists of a director, four teacher-counselors, a program assistant, a community liaison assistant, an internal evaluator and several part-time teachers in specialized subjects. In addition, the school contracts for student attendance at the Rhode Island School of Music, for karate and physical activity at the University Without Walls and the YWCA, for auto mechanics at U-Do-It, and for on-the-job experience at 50 sites citywide.

The average class size at ALP is 5.6 students with 49 classes having two or fewer students—highly individualized instruction. ALP maintains it is stimulating student learning of basic skills. It notes, for example, that in one sampling of a small group of students (9 from ALP, 11 non-ALP) all ALP students except one scored in the 94th percentile or higher in reading. None of the non-ALP students scored above the 77th percentile. All ALP students except one scored at the 68th percentile or higher in math; while the non-ALP students scored below the 64th percentile.

ALP students may complete state graduation requirements in less than four years by taking an accelerated program. Five of a senior class of 25 graduated in January 1974 so they could work full-time. Some intended to begin college the following year. Thirty-three ALP students who planned to attend college in 1974 sent out a total of 86 applications. Sixty-six of the applications were accepted; only 20 were rejected.

ALP students as a group were more favorably disposed toward school than their non-ALP counterparts, according to the results of a 75-item questionnaire, (10X School Sentiment Index) administered to ALP and non-ALP students. On the Self-Acceptance Scale, non-ALP students had a mean of 3.18 per item for a mean total of 114.5; ALP students had a mean of 4.02 per item and a mean total score of 145. (The higher the total score, the more positive is the self-image.)

ALP reports that unfavorable impressions of the school seem to cluster in those people who conceive of alternate education as something for young "misfits," "dropouts" or "rebels." ALP administrators say this attitude changes, however, when persons who are antagonistic visit the school and see it in operation.

The project notes that the cost per pupil for 125 students during 1974-75 is estimated at $1,028, compared with the $1,350 per-pupil cost for other secondary students in Providence. ALP was awarded a developer-demonstrator grant from the U.S. Office of Education for the 1974-75 school year.

For more information, contact: Rosie Pointer, Barbara Tucker or Linda Darling, The Alternate Learning Project, 180 Pine Street, Prividence, R.I. 20903; (401) 272-2080.

3. SCHOOL-WITHIN-A-SCHOOL FOR DISAFFECTED YOUTH

Students who are performing well below their capacity socially or academically at the 10, 11th and 12th grade level get a chance to redeem themselves in Project Focus, a validated Title III project operating in the Roseville (Minnesota) Area Schools. Some of the students enrolled in the project's two centers are identified as potential dropouts; others are unable to function within the traditional classroom, have a pattern of behavior problems, are generally recognized as underachievers or have other serious problems that impede growth in school.

The "Family Group" is the backbone of Focus. Each Family Group consists of 8-10 students and a teacher/adviser. They meet for one class period daily throughout the year. The group leader directs the influence of peers to help a given

youngster face up to and deal with the problems causing his disaffection. "It often takes many months for such a student to learn that he can trust the leader and other students," Project Coordinator Dean Erickson notes.

The leader of the group must be in full control, he says. "Some students are so severely disaffected they appear to be attempting social suicide. If their behavior is not altered immediately, the leader will lose control of the group and the individual." The group leader builds trust and strives to show students that no matter how much they have been rejected in the past, rejection is not inevitable. Erickson says the success of the Family Group is not magic, that it involves methods others can learn and use.

Although the Focus students usually do not function well in a traditional school, they are generally successful in a work setting that provides vocational guidance — another important aspect of Focus. Up to 75 percent of the students work in various community businesses in addition to attending an occupational relations seminar for one hour daily. Self-development, work problems, on-the-job human relations or any job-related subject may be discussed in the seminar.

The Focus approach concentrates on the following approaches in dealing with disaffected youth:

- The caring approach — which starts with the skills of effective listening and observing in order to recognize and differentiate the needs of adolescents. Coursework, constant practice and observation are then used to influence positive classroom behavior and to generate an atmosphere of warmth and caring.
- Expectations — Teachers who have "positive, reasonable expectations" for students will have successful students. The permissive approach has almost no application when working with "turned off" students. Overestimating or underestimating the capabilities of each student is a pitfall to avoid in setting expectations. If goals are not appropriate, they must be changed.
- Structure — Knowing for sure what to do, where to be, when to be there adds considerably to an adolescent's feeling of security. Students are allowed to make decisions "when they demonstrate both the security and desire to take on additional responsibilities."
- Individualization — Focus stresses individualization of time structuring, discipline, rewards, attention giving, confrontation and problem resolution in addition to curriculum. Students and teachers negotiate how much growth (or work) is reasonable. Grading should be done promptly.
- Responsibility — Focus stresses that each person is responsible for his behavior, feelings and emotional control.
- Reinforcement — Expected behaviors must be realistic and achievable. Punishment should be avoided except as a last resort. "Reinforce whatever you want the learner to do and ignore what you don't want him to do." Reinforce behavior immediately.

Focus has been validated by USOE and is currently disseminating information and helping other interested high schools adopt similar programs. For more information, contact Dean Erickson, Project Coordinator, Project Focus, McCarron's Lake School, 211 N. McCarron's Boulevard, St. Paul, Minnesota, 55113; (612) 489-1327.

4. ALTERNATIVE SCHOOL FOR DROPOUTS

A Title III project in Commerce City, Colorado, has been fighting to keep students in school despite tremendous odds: a 17-18 percent dropout rate, the highest unemployment rate of any town in the Denver area, the lowest per capita income, a high percentage of families receiving welfare assistance.

An Alternative School program exclusively for dropouts was initiated when the district failed in its efforts to reduce the dropout rate through an improved and diversified curriculum. Thirty-eight students who had dropped out were interviewed prior to the start of the Alternative School. They revealed their reasons for dropping out:

> All were frustrated and hostile toward school as a result of their experience, but they felt a need for a high school education and/or vocational training.
>
> All were frustrated by the rigidity of the regular school, particularly by rules governing dress, smoking and attendance.
>
> Most felt there were few people in the school with whom they could openly discuss their problems.

The Alternative School set up under Title III, with additional funds from the State Board for Community Colleges and Occupational Education, began with 30 students. The number was expanded to 65 in 1973-74 with 60 on the waiting list. Students are selected on a first-come, first-serve basis upon meeting three conditions: they must be out of school, they must be between the ages of 16 to 21 and they must reside in the school district.

The school operates informally, flexibly. Teams of 10 to 15 students, meeting with a teacher, suggest and implement school rules, call general staff/student meetings, and plan activities. Academic classes are conducted at the Alternative School, which until recently, shared a high school basement with Special Education classes. Vocational training takes place at either the Buckley Air National Guard Base or another of the community sites. The Air National Guard volunteered to provide individual training for the students along the lines used for the Guardsmen, i.e., an Air Force vocational training curriculum that correlates academic learning with on-the-job training.

The Alternative School staff members believe that students will attain success only if they experience success in the daily activities. The general goal is to help the student achieve his individual objective, whether it is a high school degree, G.E.D. (General Education Development) or a vocational skill.

Initially, each student meets with a counselor to establish trust, determine what the student's problems were in the regular school and what he expects to achieve from participation in the program. A suitable program is determined according to the student's expressed interests and test results (Ohio Vocational Interest Survey, a school attitude questionnaire, the Peabody Individual Achievement Test and the General Aptitide Battery). Students may take advantage of 14 training stations in printing, switchboard, keypunch, auto repair, small engine repair, photography, carpentry and welding. Community sites, including the Chamber of Commerce, Tri-County Health and the police station, are also available for training.

The academic program includes social studies, math, language arts, science, physical education and arts and crafts, or G.E.D. preparation. Most of the students, the project notes, take one academic course at a time. Students can receive credit for on-the-job experience at the rate of one-half credit for 25 eight-hour days, after they have been exposed to various career possibilities. When students are ready to seek employment local job placement services are available to them.

The National Guard assigns a staff member who is a specialist in a particular skill to work with one of the students until the student has reached a specified level of proficiency. In addition to the highly individualized and personalized training, the student learns the type of work habits and personal relations needed to find and keep a job.

Commerce City's dropout project still serves only students who have dropped out of the system. Project Director Peter Ellsworth says the project enrolled during one semester a handful of students directly from high school — students who had decided definitely to drop out. None of the students ever showed up more than once or twice, and the project decided to stick to those who had already dropped out. "In retrospect we suspect that the students viewed this as just another program. . . just another step," Ellsworth says. The students who are already out of school enter the program voluntarily, which implies "a level of readiness for the program." Ellsworth also notes that any selection procedure for an alternative program other than first-come, first-served is inherently discriminatory. Besides, he adds, "some of our biggest successes have come with students who did not appear the least bit interested in the beginning" — which rules out the validity of screening students to determine their sincerity.

Based on his experience, Ellsworth makes the following suggestions for administrators interested in setting up an alternative program:

- Any alternative program should really be a whole series of alternative programs, with a different one for each student. This is not 100 percent possible, Ellsworth admits. "After three years in our program, I believe it can be done more completely than I had anticipated."

- An alternative program must find out why the student left school in the first place and then come up with a program the student will buy.

- If the program for a particular student is to succeed, it must be planned after consideration of a complete educational evaluation of the student, including psychological information, family life, peers, social life.

- Combining an alternative school and a drop-in center does not work. "I feel strongly there is a need for both in any community, but that they should be located in different places."

- Locate the Alternative Program as far from the regular school as possible, particularly if you operate under a different set of rules.

- "Work lovingly and patiently with staff members of the regular school. In most cases they are initially threatened by the idea that you are having success with students they have given up on. Convince them the reason they didn't succeed was because they taught overloaded classes and did not have adequate time or resources."

- "If the alternative school is valid, there is no point in trying to get the student back into the regular school," unless it is a personal goal for the student.

For more information, contact Peter Ellsworth, Director, Alternative Schools, Adams County School District 14, 4720 E. 69th Avenue, Commerce City, Colorado 80022; (303) 287-9000.

5. CARE AND CONCERN FOR OUT-OF-SCHOOL DELINQUENTS

Delinquent youths who are on probation or on parole from a correctional institute need a vast amount of help if they are to reenter a classroom situation and to overcome the problems that result in clashes with the law. What the 12- to 15-year-old youths need, according to a Title III project in Tacoma, Washington, is a stable base for entrance into a regular school program—a stable base in terms of attention to their basic emotional and academic needs. In addition to students on probation or parole, the project also serves those students whose behavior is considered intolerable within the regular school setting.

The staff of the project, which is known as Providing Education/Vocational Opportunities, is patient and takes the time to create an accepting environment within the school for the enrollees. The project stresses the need for staff, parents and students to accept a "no blame" attitude, but one that makes each person responsible for his own behavior. The project staff also believe that the environment must be different from the one in which the student failed previously; therefore, there is less pressure in the school. The student gets to help decide which courses he will take and how long he will stay in the project school before phasing back into the regular class. Many students originally attend school for two or three hours daily with the class load increased by two hours during the second quarter.

Learning begins in a family-type group, after the student's "human needs" are cared for. The students are given more time for talking, more time for getting to their real feelings, more time for trauma to subside in favor of rational thinking, and more time for what one staff member refers to as the most important part of the approach, "more time for demonstrations of love and caring."

"Casual observers could describe our procedures as 'coddling bad kids.'" But one staff member put that charge in perspective by reminding observers of the experiences of many of the students prior to their entrance into the project, including involvement in drugs, juvenile court, correctional institutions, "abnormal" home situations, failure in school.

The reading teacher and the counselor both have important roles to play in the program, in addition to the support they give students as part of the student's "new family." The project pupils who were identified as having reading deficits ranged on their pre-assessment of reading skills from pre-primer to fifth-grade level, with a mean of second grade, fourth month. The project anticipated that students would gain an average three months during the time they stayed in the project. However, the students averaged nine times the expected gain, or 3.02 years' growth.

The reading teacher determines the student's reading level by administering the Silvaroli Informal Reading Inventory Test, which allows for retesting three different times during the year. Students are given approximately eight choices of material to work on, and much use is made of games such as Word Bingo and Blackboard Spelling Bee. A precision teaching program used in the Tacoma School System and known as SST (Seattle-Spokane-Tacoma) is considered a must. Originally designed for children with learning disabilities, SST requires the use of one-minute timed tests that allow the students to know exactly where they are and how much they have accomplished.

The project backs the use of different methods to make the student feel responsible for their own actions. For example, each student keeps track of his own grades, He puts completed work in a folder until the end of each hour, when he and the teacher work out the "appropriate grade." Forty-five minutes of work equals an A; 35, a B; 25, a C; and 15, a D. "Through this process, the students gradually become aware that they, rather than the staff, are responsible for their actions," the reading specialist comments.

Ex-football coach/counselor Bud Hanson, "the stabilizing influence in the project," presents a father image to the students and "is the only one in the room who can take the student to task at moments." He also emphasizes to students that the "blame game" won't work and that they will be held accountable for their behavior.

The project requires that the counselor's office be next to, or preferably in, the room with the students so that he can share responsibility for student behavior. The counselor deals with the student's emotional behavior on the spot, as well as conducts weekly group counseling sessions (which are also attended by other staff members and sometimes by parents, probation or parole officers).

The project stresses communication between youngsters and adults because "this is the greatest obstacle we have to overcome." An open-door policy is maintained to enable students to have communication experiences with various adults, even visitors to the classroom in a normal (not crisis) situation. Another means of facilitating communication and easing strained family situations has been the biweekly evening meetings of parents, students, social service counselors and staff. In these meetings, the staff members carry over the classroom atmosphere. "We try to demonstrate how a caring, contructive environment can contribute to the development of these young adults," says one of the teachers.

The two aides in the room, especially chosen for their genuine care and interest in people, "mother" the students and help them with their work—with the support of the teacher. Other help is provided by community agencies, including Juvenile Parole Services, the Juvenile Court, the Child Welfare Services, and by student aides from the Pacific Lutheran University Psychiatric Nurses Training Program.

The aim of this Title III validated project is to demonstrate that students can learn to function in the society in which they live. It met its prime objective of reducing by at least 50 percent the number of parole revocations and recommitments to a correctional institution. Only one of the 11 junior high school parolees enrolled in the program had his parole revoked. The project emphasizes to school districts interested in adapting its approach that the processes and the interrelationships make the project work. What the project doesn't say, but what is readily apparent, is that the particular people who are involved as members of the project team, are really responsible for rescuing the students and making school a productive experience.

For more information, contact: Daniel M. Barkley, Coordinator, Providing Educational/Vocational Opportunities, Steward Junior High School, 5010 Pacific Avenue, Tacoma, Washington 98408; (206) 475-6600.

6. WHY DO STUDENTS (AND ADULTS) ACT THE WAY THEY DO?

An affective curriculum developed by a Title III project in Lakewood, Ohio, helps students make constructive decisions when faced with situations which may lead to aggressive actions or inappropriate actions that result from peer or societal pressure, anger, frustration, lack of self-knowledge or self-control. The curriculum, developed in cooperation with the Educational Research Council of America, is, in the words of its designers, helping students in grades 1-12 "meet modern problems." As of early fall, 1974, the curriculum was already in use in 50 Ohio school districts, several other states, Canada and the American Overseas Schools.

The edition for students in grades 1-3 helps them learn what they can deal with and what they need to understand in order to better cope with themselves, their peers and their surroundings. The following units are presented:

- Feelings — To help students understand themselves and others by recognizing, describing and expressing their feelings and by discovering similarities and differences between their feelings and those of others.

- Needs — Students learn to recognize and accept characteristics and differences in individual needs.

- Actions — Students learn what happens when they cannot satisfy needs and frustration results. They learn that decisions must be made in the face of conflicting needs.

- Anger — Students are made to realize that everyone has angry feelings at some time but that anger can be expressed constructively.

- Harmful actions -- Students are encouraged to name harmful actions, to state causes and effects and to determine constructive alternatives.

The intermediate curriculum is designed for students in grades 4 and 5. It expands on the grade 1-3 topics and adds units on: fears and security, friendship, love and belonging, self-worth, behavior toward people and property, and making changes. The middle-school junior high edition zeros in on the type of behavior which could lead to vandalism, violence in general. Five units are studied in whatever sequence the student or the teacher desires: A Profile of Behavior and Aggression, Youth in Confrontation, Vandalism, Protest and Why Violence?

The New Model Me, the high school portion of the curriculum, tries to help students develop skills for dealing with "the frustration and aggressive feelings that arise from difficult decisions." Students have a chance, for example, to probe into their real self and to build their awareness of their personal values, needs and feelings. In the unit on controls, students learn to tell the difference between outside controls — the ones that help as well as hinder growth. By clarifying values, another unit suggests, students may find some help in developing their own personal identity. The unit on Response emphasizes the need to take responsibility for one's decisions and to become aware of the consequences of behavior.

One of the activities in The New Model Me is built around the decision of a high school junior who has decided to drop out of school because it is "a waste of time" and without relevance. The other members of the plot include a close friend, the dropout-prone student's only parent, and the school counselor. Students are encouraged to role play the encounters between the four characters and then to discuss related issues, including: the needs of the characters, the resources the characters have and use in trying to satisfy their needs, the effect of the physical setting in each situation on the behavior of the characters, the alternative available to each character, and the probable effects of each available alternative.

The Title III project under which the curriculum materials were developed was validated by a state review team and by the Dissemination Review Panel of the U.S. Office of Education. It is currently a developer-demonstrator program funded by USOE

to allow the project to disseminate information, distribute the curriculum and demonstrate the project for interested districts. For more information, contact: John R. Rowe, Project Director, Curriculum for Meeting Modern Problems, Lakewood Board of Education, 1470 Warren Road, Lakewood, Ohio 44107; (216) 579-4267.

7. CHANGING TEACHERS' VIEWS TOWARD "LOW ACHIEVERS"

How much a child learns is directly related to how much the teacher thinks the child is capable of learning. This theory is the basis for a teacher inservice training model that was developed by a Title III validated project in Los Angeles County known as Equal Opportunity in the Classroom. It has already been implemented in 100 schools in over 30 districts.

How does such a project relate to dropout prevention? As explained by Project Director Sam Kerman to a workshop training group in early December, 1974, "teachers must be made aware of the small amount of attention they give to those youngsters they perceive to be 'low achievers.'" In essence, what they are doing is labeling the child a "dummy" when they ignore him, ask him only the easy questions, or ask him to regurgitate a rote answer rather than to think. What follows for the child can be disastrous and retarding to his ability to learn: he also perceives himself to be a dummy. Often he loses interest in academic learning and resorts to other attention-getting, though undesirable, behavior in the classroom.

In schools where the program has been adopted, according to the project's outside evaluator, UCLA professor Jim Bruno, the "low achievers" always do better in reading. In math, they do no better — nor worse — than previously. Bruno, who claims the program is "one of the best to come out of California," says a significant change occurs in teachers' attitudes toward all students, but particularly toward those formerly regarded as "under par" compared to the rest of the class.

What the teacher does in the classroom can be a motivating force for students. Conversely, by ignoring a child or making him leery of his own ability, the teacher is reducing the child's motivation.

The basis for the project is an interaction model explained to teachers, principals and other staff members in a series of five three-hour workshops, approximately one month apart. It is impossible, says Kerman, to learn how the process works without participation in the workshops. Through demonstration, interaction with other teachers and role-playing, workshop enrollees learn the following techniques:

1. How to give each student an equal chance to respond and to acknowledge the student's response in a positive way, whether he is right or wrong in his answer.

2. How to provide as much help to the child perceived to be a "low achiever" as that provided to a "high achiever," as well as providing the same amount and type of praise and extending the same amount of courtesy.

3. How to allow the "low achiever" as much time to respond to a question as allowed to a "high achiever," and to allow the students equal time to talk and to express their views. Teachers are also reminded that each child's life is different and each can contribute to the class, if given a chance.

4. How to ask as many questions and to expect as many answers of "low achievers" as of "high achievers," as well as providing the same amount of clues to both groups. Teachers are reminded that praise or reaching out to touch a student or to shake his hand are important ways to let the student know he is cared for and valued.

5. How to give all students a chance to express their opinions and to evaluate or explain their answer. The project refers to this technique as "higher level questioning," that is, questioning that goes beyond asking the student to recall information.

The most important aspect of the project takes place when the teacher puts into practice what has been learned in the training sessions. To make sure that the principles are correctly applied, the teacher's actions are observed and coded by another especially trained teacher. After the half-hour coding session, the teacher and the observer meet and go over the codings. They reflect how the teacher has reacted to various students, particularly those perceived by the teacher as "low-achievers."

At regular intervals, the observing/coding sessions are repeated. The idea is to get the teacher to the point where she is paying as much attention to the "low achievers" as to the "high achievers," at all times and not only when she is being observed and coded.

The findings of the project that led to the initiation of the teacher training model are vouched for by teachers themselves and by the U.S. Commission on Civil Rights. The Commission found, for example, that teachers expressed acceptance of feeling twice as often for Anglos as for Mexican Americans. In another study, teachers were asked to predict how students felt about school. They accurately predicted the feelings of high I.Q. students 55 percent of the time, but could only predict the feelings of low achievers 35 percent of the time.

For more information, contact Sam Kerman, Project Director, Equal Opportunity in the Classroom, Los Angeles County Education Center, 9300 E. Imperial Highway, Room 246, Downey, Calif. 90242; (213) 922-6168.

8. HOW DO YOU KEEP THE DISINTERESTED IN SCHOOL?

Maury High School in Norfolk, Virginia, is confident that it is headed in the right direction to meet the dropout challenge. The school initiated a phase-elective, non-graded, flexibility scheduled program with the help of a validated Title III project which has had four main results: (1) It has helped to bring about "significant" positive changes in students' attitudes and study habits over the past two years; (2) Students are developing

responsibility for learning and improved behavior; (3) The courses and the way they are taught seem to be in tune with the students' interests and needs; and (4) Teachers are learning how to manage and teach uncooperative students and potential dropouts.

More than 350 course offerings have been designed, and work incentive, job placement and distributive education are offered to the less advantaged youngster. A major problem, however, which the district has been trying to solve is how to find the disinterested student — approximately 300 in number. "Too often, he does not report to class or attend regularly enough for the faculty and administrative staff to really know what to expect," says Harrison Dudley, administrative assistant to the principal.

To counter the problem, a team of three teachers was assigned the primary responsibility of locating, counseling and closely supervising "chronic absentees," In addition, three full-time staff members monitor the halls to prevent loitering, and six yard monitors are on duty outside to discourage loitering before and after school. Teachers have been assigned the task of closely monitoring their classes for chronic absentees and of calling students' parents and completing follow-up reports on the students.

Although the three-teacher team "has not been in effect sufficiently long enough to warrent evaluation," Dudley says, "the teachers are confident of positive results in the long run." If the teachers are successful in improving the learning attitude of uncooperative students and potential dropouts, Dudley says, the same techniques may hold the key to meeting "all other challenges posed by the inner-city school environment."

For more information contact: Harrison G. Dudley, Administrative Assistant to the Principal, Maury High School, 15th Street and Moran Avenue, Norfolk, Va. 23517.

9. PREVENTING EARLY FAILURE IN READING

A Title III Project in Dade County (Miami, Florida) is doing what many studies, reports, analyses and evaluations of the dropout problem say should be done: It prevents failure in the first grade. The project, known as Early Childhood Preventive Curriculum, aims at determining and eliminating whatever it is that prevents the child from beginning to read in the first grade.

Dade County's persistent rate of first grade failure was the reason the project was initiated in 1970-71. Six percent of the first graders were not advanced to second grade, primarily because they were not doing well in learning to read.

The project uses a diagnostic-prescriptive approach that identifies the high risk children at the beginning of the school year. All children are screened with two standardized tests — the Clymer-Barrett Prereading Battery and the Cognitive Abilities Test. Children whose scores indicate prereading and/or cognitive deficits then take criterion-referenced prereading assessment tests that were designed by the project. Teachers chart the results of the tests, which guides them in grouping the children according to their particular needs. The teacher then turns to the project's Catalogue

of Instructional Resources to find which materials are appropriate for the child. In cases where commercial materials were not available to meet specific needs, the teachers have developed games. Some of the games, for example, help the child learn the sounds of initial and final consonants.

The classroom environment in the project schools is organized for individualized instruction. Multiple learning centers which include a group listening center, independent and small-group work centers and a library center accomodate the needs of the class. The project has developed tapes of books so that the child can listen and follow along, turning each page of the book on a cue. The child is asked a series of questions about the story he has heard (and read) and he answers them on a worksheet. The teacher gives the child the answer and he corrects his own work.

The high risk students who are involved in the project are often those with the capacity to learn, but with an incapacitating problem (maturation, cultural deprivation, a severe learning disability).

Children who do not respond to the methods used by the project are given a complete psychological evaluation by the project manager/psychologist Nathan Farber. He refers the child for appropriate placement or treatement after the evaluation.

The reasonable cost of the materials needed to implement the approach is one of its selling points. A listening station, which is used to teach comprehension, is needed, but a teacher can use one station and a jack to "plug in" eight youngsters, Farber says. Teacher training is a must; materials can be made by the teachers.

The project has received a dissemination grant from the U.S. Office of Education to help make other districts aware of how first-grade failure can be prevented and children can get off to the proper start in reading.

More information on the Early Childhood Prevention Curriculum is available from Nathan Farber, Project Manager, Early Childhood Prevention Curriculum Demonstration Center, 225 N.W. 3rd Ave., Miami, Fla. 33128; (305) 350-3712.

10. MULTIPLE GROUPING IN EARLY CHILDHOOD EDUCATION

Belle Benchley School in San Diego has been a prime mover and pioneer in individualizing instruction for youngsters, starting at age 4, by grouping children in multiage, multigrade classrooms. The school has been a demonstration center for the past year, but prior to that, it has served as the home of a Title III project that is continuing to make an impact in California.

Children in Belle Benchley are grouped in nine multiage classes: two classes at the pre-K-K-1 level; three at the K-1-2 level; and four at the grade 1-2-3 level. The multiage grouping concept allows the children and the adults (teachers, aides, and parent volunteers) to break out of the constraints of grade-level thinking and "to recognize each child as the unique individual he is," says Project Director Kenneth Hensell.

Belle Benchley is open in many ways. The design is definitely open; students move from floor to table to out-of-doors for instruction. The classroom door is open; there is no morning bell. But, most important, is the spirit in the school, which inspires teachers and students to be open with each other. Structure is not lacking, with the teacher not only having a definite plan in mind for each day, but, more importantly, adapting the structure to the needs of the child on a particular day and throughout the year. Instructional groups are formed according to the needs of the child, and success is stressed in all activities, rather than failure.

One of the most important aspects of the project — choosing time — takes place first thing in the morning. Each child is free to choose what he will do first when he arrives at school and continuing for about an hour. This is the time for cross-age tutoring from older peers or for sharing knowledge with a younger classmate. It also means fun, catching up on predetermined weekly assignments, having a chance to share with the teacher or the aide or parent a problem or a particularly pleasurable event.

Children are not forced to learn to read until they are ready, whether this is at age 4, 5 or 6. Many of the children take to math first, due to the number of manipulatives in the classroom, but project personnel say most children easily join in story-telling sessions, drawing, working with letters and figures — all prereading exercises that soon prepare the child for the day he feels confident enough to ask the teacher if he can learn to read.

Many parents see a noticeable difference in their youngsters, particularly in their ability to get along with other children and in their desire to go to school and to teach younger brothers and sisters what they are doing in school.

Although the inclusion of four-year-olds in the program is now limited to Belle Benchley, other aspects of the program continue to be felt in many of San Diego's schools. As noted by Project Director Hensell, the program has proved its effectiveness in all types of schools with children who are from lower socioeconomic backgrounds as well as the middle class youngsters served at Belle Benchley.

Belle Benchley's last evaluation took place in 1972-73. At that time, one of the objectives of the project was that 85 percent of the beginning four-year-olds would exhibit readiness for math and reading instruction by the end of the school year. Eighty-six percent of the four-year-olds actually did so, with more than 30 percent of the youngsters showing they were "ready" for math and reading instruction two months after they started to attend the school. Evaluation data from Belle Benchley's third year, 1973-74, was summarized by the project evaluator, James M. Retson, as follows:

- Multiage groupings combining 4-, 5-, and 6-year-olds in a single classroom setting provide one of the most effective organization structures for introducing preschoolers to a regular school program. These children develop socially and psychologically. . . without developing negative attitudes toward school.

- Project children were six months above the national norm in math and four months in reading. Social maturity and positive attitudes toward school are maintained and further enhanced.

- Teachers grow professionally in terms of providing better "climates" for learning and a greater variety of effective methods and strategies of instruction. Working with a three-year age spread in their classes is a reminder that they are teaching children and not a predetermined grade-designated curriculum.

For more information, contact: Kenneth Hensell, Project Director, Belle Benchley Elementary School, 7202 Princess View Drive, San Diego, California 92120; (714) 287-1421.

CHAPTER VII

DEVELOPING YOUTH: PREVENTING DELINQUENCY

The Office of Youth Development (OYD) deals with all types of problems experienced by youth — from barriers within education and employment to making sure students are treated equitably within the juvenile justice system. As the administrator of the Juvenile Delinquency Prevention Act and the Runaway Youth Act, OYD makes grants to public or nonprofit private agencies, courts, correctional systems and school systems.

OYD points out that most delinquency cases (59 percent) do not end up in court, with this trend most prominent in urban and semi-urban areas. There, instead of filing a petition, "specialized intake" or probation systems take charge. "When handled nonjudicially, a juvenile's further involvement in the judicial system can be averted," OYD maintains. For the youth involved, this means that he or she will be referred to a community agency or an alternative school such as those sponsored by OYD.

In its first year of existence under the Department of Health, Education and Welfare, OYD supported seventy-five comprehensive youth service programs. Total grants amounted to $9.8 million with the size of the grant varying from $10,000 to $225,000. The services provided to 92,000 youth ranged from counseling and cultural enrichment programs to legal assistance and temporary residential care. The kinds of problems dealt with include school discipline, drugs, curfew violations, incorrigibility, family related problems, employment related problems and physical health and mental health problems. Of the $10 million approved for youth development programs for fiscal 1976, half was to be used to phase out federal support of the programs funded under the expiring Juvenile Delinquency Prevention Act, with the other half to be spent in implementing the Runaway Youth Act.

In the following examples of programs funded under the Juvenile Delinquency Prevention Act, one project deals with truants and juveniles in Philadelphia, another aims at setting up local work centers for Mexican American youth; one is an alternative for "troublemakers" in Louisville. The fourth project is trying to decrease the dropout rate among Indian youth. (All fiscal year 1973 projects are described in Grants: Preventive Services, Training, Technical Assistance and Information Services, available from the Public Information Office, Office of Youth Development, 400 6th Street, SW, Washington, D.C. 20013.)

PHILADELPHIA NEIGHBORHOOD YOUTH RESOURCE CENTER

The Center operates out of what used to be the waiting room and offices of a Reading Railroad commuter station in a North Philadelphia Model Neighborhood Area. The Center actually shares the facility with the Boys' Club, and the staffs also complement each other's services. Prior to the start of the program, arrest figures for youth in the target

area were more than double those of the city as a whole. Now the Center works with some 240 projects, programs and services handling referred cases in addition to the casework and groupwork conducted by Center personnel. Of 4,000 youth, 10- to 17-year-olds, in the target area, approximately 1,000 were referred to the Center in 1973 by the schools, the courts, and to a lesser extent, the police. After an assessment of the youth's problems, which includes a visit by a staff member to the youth's home, a course of action is decided on by the case "team." The students' needs vary from getting disentangled with the law or school authorities, help in providing food for the family, placement in an alternative school or provision of medical service. A report in the CYD newsletter, Youth Reporter, notes: "It is the project's far-flung links to a variety of agencies throughout the city that makes such services possible." Unlike the past practice of referring school truants to the court, they are now referred by the individual schools in the neighborhood to the Center. The project has attained what it refers to as a "high rate of return" to schools by truants. In some cases, students are placed in a tutorial program for remedial help with schoolwork. The Center has available a full-time attorney, who estimates she handles 50 to 60 cases at a time, and a Spanish speaking youth worker who concentrates on the

An independent survey of the project noted it was worthy of replication in other areas. The only weakness cited by the survey was the number of police referrals, judged to be "still fewer than the potential." That criticism is countered, however, by Arthur Gerwitz, Executive Director of the Crime Prevention Association, the Center's parent agency: "I expect still greater increases as our experience demonstrates our ability to do the job."

For more information, contact: Carl V. Williams, Youth Services Coordinator, R.W. Brown Boys' Club, 924 W. Columbia Avenue, Philadelphia, Pa. 19122.

INVOLVEMENT OF MEXICAN AMERICANS IN GAINFUL ENDEAVORS

A nonprofit national organization, IMAGE, has been focusing on the needs of Mexican American youth, particularly those who drop out of school. IMAGE advocates that "Yearn to Earn" Centers be set up in communities where the need is greatest. Cosponsored by the Department of Health, Education, and Welfare, IMAGE centers have helped more than 2,100 youth through direct assistance.

Three Yearn to Earn Centers, located in Alice, Harlingen and Mission, Texas, are described in an HEW publication on IMAGE (Available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; 55¢; stock # 1766-00017).

In Alice, the program initiated a tutor program involving 50-100 youth per month in daily tutoring to help the youth keep up with school instead of dropping out. The students ranged from 4th through 12th grade, with most in the junior high group. The program also has been successful, it says, in referring youth to other agencies, but has had little success in finding jobs for youth, getting vocational training or rehabilitation, or solving drug addiction problems.

In Harlingen, 87 youth were referred to other agencies or individuals for specific help, including the Texas State Technical Institute, Boy's Club National Migrant Workers Program, public welfare, local business colleges, and the Family Health Clinic. A paint contracting business was developed to provide after-school and Saturday work for older youth involved in the program.

In Mission, Texas, weekly counseling sessions have been set up to interest young drug addicts in "constructive" mental expansion activities, such as yoga. Another twice-weekly counseling session has been established for "young thieves" — to help them break the habit. Over 800 youth listened to 45 professional and business leaders explain the mechanics of their professions during an IMAGE-sponsored Career Day Program.

The program has been refunded by HEW to allow IMAGE to expand into more communities. IMAGE seems particularly pleased with the success of its Youth Entrepreneurship Program, which helps a youth set up a business to gain experience and earn some money. "More communities are becoming receptive to the idea of free ventures and local economic development projects operated by youth. The gains are coming slowly, but they are coming."

For more information on IMAGE, contact: Manuel Soto, Regional Program Director, Office of Youth Development, Department of HEW, Fidelity Tower, Room 500, 1507 Pacific Avenue, Dallas, Texas 75201.

ALTERNATIVE SCHOOL PROGRAM, LOUISVILLE, KENTUCKY

"A place where troublemakers find a home." That's how the newsletter of the Louisville School System described its Alternative School Program. Prior to the start of the program, the dropout rate in the Louisville schools was reportedly the second highest among the nation's major cities.

The program uses an incentive system, according to Foster Sanders, program director. Initially, students are given short term goals and are commended for small academic achievements. Specially trained teachers are aided by paraprofessional aids and specialists providing a 7 : 1 student/adult ratio (the average in Louisville is 32 : 1).

The junior high schools which are a part of the program have had outstanding success in serving students who are "potential court cases" due to truancy and behavior problems. The schools' facilities are cast-offs, with one located in an abandoned parochial school building; another, in the basement of a neighborhood center and a third in a former apartment building. The students are encouraged to keep the facilities clean with many of them employed as the schools' part-time custodians for two hours each day.

Other students hold outside jobs, while attending school, under a contract set up at the beginning of the year specifying the amount of work. The program enables students to make adjustments in their school schedule by attending evening classes — "just another way to keep students in school."

Vandalism is markedly less than in the regular schools, attendance rates are close to those in the regular schools, and academic levels are up, with some students showing an increase of three to four years in their reading level.

The cost per student is estimated at $2,000 per year, about triple the amount spent in the city's regular schools. In addition to OYD support, the Alternative School draws funds from state, city and county. Home school coordinators help the junior high students and the school deal with what counselor Robert Wilson calls the greatest problem: "the environment from which the students come and to which they return at the end of the school day." The number of students increased from 12 during its first year to 150 three years later. Stuart Sampson, director of student relations for the system, said "the old days when the schools pushed out their troublemakers or shaunted them off to court" are rapidly disappearing.

Officials of the Alternative School Program note with pride that a large number of high school students in the program elect to remain in school beyond age 16. Most return to their regular high school for graduation, although some stay with the Alternative Program until they get their diploma.

For more information, contact: Foster J. Sanders, Director of Alternative Programs, Louisville Public Schools, 675 River City Mall, Louisville, Kentucky 40202.

DULUTH INDIAN ACTION COUNCIL

In Duluth, Minnesota, the Indian community comprises less than 2 percent of the city's population, yet an estimated 90 percent of the Indian youth have at least one contact with the police. Many of the youth have left nearby reservations to make their way in the city. One of their immediate problems is a "severe identity crisis" when they realize they know very little about their Indian culture. In addition, many experience difficulty in their new schools.

The dropout rate among the youth was estimated to be 60 percent when OYD funded an Indian youth program which heavily involved the Indian community. A juvenile court judge, Robert Campbell, now calls the program "one of the most unique things that's happened in the city." Judge Campbell confidently refers youth to the program as do the schools, the welfare department, church groups and other private nonprofit agencies.

The program is looking toward the day when it can be more preventive than remedial. Currently, however, students come in contact with the program when they come to the attention of authorities such as Judge Campbell.

Under the program, an alternative learning center has been set up to provide equivalent education. There are two differences between the program's approach and that of the regular school: the teaching is more relaxed and Indian culture serves as the school's foundation.

The students are steeped in their native Chippewa language and culture, but the three R's are emphasized "so the youth can compete with non-Indian people," says the program's coordinator, Bill Blackwell. Other alternatives are offered by the program. One of three Indian youth in the area, for example, lives in a foster home, an alternative which is approved by the court and coordinated by the program.

An outreach portion of the program operates on four nearby reservations, at Grand Portage, Fon Du Lac, Mylle-L-Acs and Boise Forte. On at least one of the reservations, Indian youth have conceived and developed their own recreational and educational programs, using the coordinator as a consultant. Girls on the reservation asked help in setting up a typing and office procedure class so they would be able to get jobs. The coordinator, Rudy Peterson, helped them get office machines, recruited a teacher and worked the class into the schedule at the community building. Peterson, like the program's head, 22-year-old Thomas Peacock, is Chippewa, and a firm believer in what the program hopes to accomplish for Indian youth. (Contact: Duluth Indian Action Council, 217 N. 4th Avenue, W., Duluth, Minnesota 55082).

The following references provide additional information on youth-serving and delinquent/dropout prevention projects sponsored by OYD.

Challenge, Action, Change — A 14-page pamphlet which briefly describes OYD's strategies for the prevention of juvenile delinquency. Office of Youth Development, Department of Health, Education, and Welfare, 400 6th Street, S.W., Washington, D.C. 20201.

Youth Reporter — Monthly newsletter of the Office of Youth Development, See above address of OYD.

Reaching Out with a New Breed of Worker — A booklet describing how one agency (The National Center for Youth Outreach Workers, 826 S. Wabash, Chicago, Ill. 60605) works with troubled youth. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 1766-00013; 55¢).

Advocacy for Children — A quarterly newsletter of the National Center for Child Advocacy, Children's Bureau, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.

CHAPTER VIII

WORK/STUDY; TRAINING; VOCATIONAL EDUCATION

The U.S. Department of Labor is not to be overlooked as a source for ideas on working with disadvantaged or minority group members, job training, motivational skills, curriculum materials, or programs that might transfer to or provide fodder for dropout programs. Current information can be obtained on employment and unemployment trends, manpower requirements, labor practices, training programs and apprenticeships. The ten regional offices of the Labor Department's Manpower Administration and the states they serve are listed in the appendix.

How Successful Are Work/Study Programs?

An experimental school-supervised and school-administered work experience and career exploration program, called WECEP, began operation in 13 states in early 1970. The purpose: To test whether a school/work experience program would be successful in salvaging disoriented, dropout-prone 14- and 15-year-olds. The program was modeled after an earlier one also funded by the U.S. Department of Labor, in providing school/work experiences for 16- to 18-year-olds.

The results of the three-year program were gauged by participating State Departments of Education and institutions of higher education in several states. In summary, the evaluation studies found that the program had not interfered with the child's school, health or well-being. The findings revealed that the 15,500 students in the program gained in work motivation and employment skills. Furthermore, the U.S. Department of Labor reports, the student's feeling of self-worth improved as did his ability to cope with the demands of society and the work world.

An analysis of the data collected from the experimental and control students revealed:

Students who worked as a part of the school-supervised work experience program indicated an optimum improvement in grade point average when they worked approximately 18 hours per week. The rate of improvement in grades decreased when the hours worked per week exceeded 18. However, there was a .47 grade point improvement when students worked 28 hours per week.

Participating states included Florida, Illinois, Indiana, Iowa, Kentucky, Maryland, Michigan, Minnesota, Missouri, New Jersey, New Mexico, Ohio and Virginia.

In a final report on the WECEP program, Ernst W. Stromsdorfer of the Department of Economics, Indiana U., Bloomington, Inc., cautioned that the program did not have a true experimental design because the WECEP students were generally of a higher educational quality than the control students. He also notes that data was missing, therefore, some bias enters into consideration of the program's net impact.

Stromsorfer expresses concern regarding the ability of such a program to provide career exploration. The students certainly received work experience, he notes, but most of the career exploration came about through more formal classroom interaction. "We simply do not know the exact extent and intensity of exposure to different careers or what this exposure would imply to a student's longer-run market prospects," he adds.

He notes, however, that employers were generally favorable to the work/study program because they "selected the students they ultimately hired and therefore were under economic constraint to assure that the productivity of the student was generally in line with the wage rate paid to him." The WECEP program has been extended through June 30, 1975.

For more information on the WECEP findings, contact: Mrs. Lucille Pinkett, Chief, Child Labor, Employment Standards Administration, Wage-Hour, U.S. Department of Labor, Room 908, 711- 14th Street, N.W., Washington, D.C. 20210; (202) 382-3494.

WHAT HAS BEEN LEARNED BY MDTA

Those who provide job training for disadvantaged persons around the country identify with the Manpower Development and Training Act, a piece of legislation administered by the U.S. Department of Labor and HEW. In 1973, CETA, the Comprehensive Employment and Training Act (P.L. 93-203), superseded MDTA, allowing states and local sponsors to conduct activities similar to those of MDTA.

Directors of dropout prevention programs and state planners may want to draw on the experience of MDTA and CETA as they shape their own work/study programs. Of particular interest are the following results and findings by the U.S. Department of Labor:

- MDTA Centers have developed "excellent" curriculums for competency-based training in a number of occupational areas, according to the 1974 Manpower Report of the President. The competency based training requires each student to be able to master skills that will be needed on a job. The University of Alabama's Division of Vocational Education in cooperation with the Labor Department has developed competency based training curriculums in the following areas: transmission work, brake and front-end work, engine tuneup, auto body repair, radio and television repair and welding. Under development now are curriculums and supporting audiovisual teacher-training films for: accounting, clerical skills, secretarial skills, industrial electricity, electronics, diesel machines, cosmetology, practical nursing, solid waste operation, liquid waste operation.

- A psychometric instrument, developed by the Associates for Research in Behavior (ARB) and known as the Vocational Opinion Index (VOI), measures attitude toward work. The VOI makes possible the identification of potential nonworkers at the beginning of job training, thus enabling provision for supplementary services and training needed by an individual to help develop proper motivation. "Pilot test data for vocational school students show they can respond to VOI in a meaningful manner." This suggests that the VOI could be used in high schools, says the 1974 Manpower Report.

MDTA evaluated its efforts to provide training for those from four minority groups: blacks, Mexican Americans, American Indians and Appalachian whites. It found that no cultural attributes of the groups studied were found to pose obstacles to vocational education and manpower training. However, occasional obstacles arose due to the misunderstanding by administrators and instructors about the nature and implications of the trainees' cultural backgrounds. Among the findings:

- Language deficiency is an obstacle for those Mexican Americans and American Indians who retain their primary language to a greater degree than others.

- Staff attitudes toward the learner's cultural characteristics can cause a significantly greater obstacle to the learning process than the characteristic itself.

- Cultural and language variables are less serious obstacles to successful training and well-developed vocational aspirations than the combination of economic deprivation, the limitations on work experience and apportunities and the poverty-dominated social atmosphere of minority members.

The heart of the MDTA program — the counseling component — is the most difficult one to analyze, according to the Labor Department report. A new approach in counseling was developed by the Northwest Regional Educational Laboratory and Oregon State University under a USOE grant. The competency-based counseling training program calls for counselors to assess trainees' capabilities as they enter the program, prescribe needed learning activities (classroom or work situation) and to allow each trainee to pursue the training on an individual schedule. For more information on MCCCTP (Manpower and Community College Counselor Training Program), write to the Northwest Regional Educational Laboratory, 3117 S.W. Alder Street, Portland, Oregon 97204.

LOOKING AHEAD: THE NEW CETA

Decentralization — the guiding light that has resulted in the new CETA — may ultimately result in better manpower and training programs at the local level. Programs coupling institutional (educational) and on-the-job training will be possible. Local labor market planners can call for alternate periods of institutional and on-the-job training with the employment service and the schools responding as subcontractors for their appropriate responsibilities.

How much can schools expect to participate? The answer may depend on political power in each locality. In the past, 47 of the 80 skills centers were sponsored by local education agencies, and enrollees have been trained in over 700 occupational skills. More than 63 percent of the trainees in 1973 had completed high school, but 36.4 percent were school dropouts with 8 percent having eight years of schooling or less.

One part of the program, the Opportunities Industrialization Centers (OIC) serves disadvantaged individuals of various racial and ethnic groups in 60 communities.

The first OIC was started in Philadelphia by Reverend Leon Sullivan as a black self-help project. Those who were identified as potential dropouts or who had left school were recruited for the program, which was housed in the Urban Career Center, a separate facility. Students attended career-oriented pre-vocational classes at the Center and skills training, work experience and job and course work at a high school or other facility. The objective was to help the students develop their cognitive skills, self-awareness, self-confidence and self-direction toward the career they chose.

Another idea being "pushed by the Labor Department" is the strengthening of the apprenticeship and the initiation of apprenticeships in high schools to encourage training in the trades. Peter J. Brennan, Secretary of Labor, noted in the September 1974 issue of Manpower that the apprenticeship is falling short of what it is capable of accomplishing, "not only for business and industry, but for the vast numbers of American workers who could begin satisfying careers through the system." Brennan reactivated the Federal Committee on Apprenticeship, an advisory body first used by Franklin Roosevelt in 1934.

The need for apprenticeships is readily apparent, as shown by these statistics: the current system produces only 20 percent of the highly skilled workers the nation needs; hundreds of occupations needing formal on-the-job training are not provided for; women and minorities are denied or do not have full access to apprenticeships.

The Federal Committee on Apprenticeships is examining the question of installing apprenticeship preparatory courses in high schools to encourage trade training. The idea is being tested in Washington, D.C., schools, in cooperation with the Joint Carpentry Apprenticeship Committee. High school seniors can receive six months credit toward journeyman carpenter status if they complete the program and enter apprenticeship.

Brennan noted that efforts are under way to open up apprenticeships to more minority group members and to women. In 1974, 17 percent of the new apprentices were from minority groups, up from less than 6 percent in 1967. More than 30,000 minority youth have been attracted to apprenticeships since 1968 through outreach programs. With the help of the Women's Bureau, the Labor Department started six pilot programs to prepare young women for apprenticeship exams. Among the long-range proposals of the Committee are the establishment or strengthening through federal funds of apprenticeship councils in all 50 states.

THE JOB CORPS

The Job Corps, an education/work program for low-income disadvantaged youth aged 14-22, has come in for its share of criticism over the past several years. In late 1973, it became the responsibility of the Labor Department, as mandated by Title IV of the Comprehensive Education and Training Act.

The Job Corps operates in 61 residential or nonresidential centers and provides 19,000 enrollees with education, vocational training, work experience, counseling and other services appropriate to individual needs. One regional office of the Labor Department's Manpower Administration reported that high school dropouts make up 70 percent of the Job Corps enrollees in the area's centers and that about 15 to 20 percent usually return to high school after their Job Corps experience.

The Washington Post backed continuation of the Job Corps in a February 1975 editorial. "With none of the skills or help they would receive in Job Corps," the Post stated, many youngsters may be destined to welfare, prison or unemployment. Hailing the Job Corps as "much more than an employment program," but one that was "dealing in human renewal," the Post expressed its hopes that President Ford will follow through on his announced support of the program. "What is needed now," the Post said, "is a new commitment to develop the program. The need for Job Corps today is considerably greater than when it began."

For more information on programs sponsored by the Labor Department or statistics on jobs, future employment trends and other projections, the following references are helpful:

Statistics on Manpower: A reprint from the 1974 Report of the President. Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402; $3.85.

Area Trends in Employment and Unemployment, July 1974, U.S. Department of Labor, Manpower Administration, Washington, D.C. 20213

Manpower (monthly magazine of the Manpower Administration). Supt. of Documents, Government Printing Office, Washington, D.C. 20402; $15.30/year.

Special Labor Force Reports (variety of topics — reprints from Monthly Labor Review). Get list or available copies from the Bureau of Labor Statistics or any of its regional offices. Topics include Employment of School-Age Youth, October, 1972; Educational Attainment of Workers, March 1973, Employment of High School Graduates and Dropouts, October 1972. Washington, D.C. 20202

EXPO: VOCATIONAL TRAINING AND EDUCATION

The Hawkeye Institute of Technology and the Waterloo (Iowa) Community School District have joined forces in a program for students who have dropped out of the traditional school. The program, which is called the Expo Alternative School focuses on "training for responsible living," with attention to the student's academic, social and career development.

The uniqueness of the program is the cooperative arrangement between the local district and the postsecondary vocational-technical school. Moreover, each student is assigned to one learning resource coordinator, who becomes totally responsible for the student's development.

The program is flexible with hours between 8 a.m. and 8 p.m. Three sections are scheduled for 8 to 12, three from 12 to 4, and two from 4 to 8. Each student, age 16 to 21, is offered full- or part-time vocational training at the Institute, as well as basic academic preparation in reading, writing and math and advanced training in 139 individualized courses. Prenatal and postnatal care classes are offered for pregnant girls in conjunction with Allen Hospital. A drug awareness program is available to students through the Black Hawk County Drug Council. Students with specific reading difficulties may enroll in a reading laboratory.

In addition to vocational training, students are offered an eight-week course, two hours per day, in vocational exploration as well as counseling and evaluation services, and job placement through local agencies.

The program has been evolving gradually. Originally, it served students age 14 to 18. The age range was changed to 16 to 21 because "there is not much that we have discovered that is possible for 14- to 15-year-olds," says Bruce S. Stoll, Special Needs Coordinator for the Institute. "They are too young to participate in the vocational training at a postsecondary school and they need basic skill preparation in a more structured setting to allow them to move into programmed and individualized material. Most of the time they are unable to accept the responsibility that is essential to positive movement in the program." (Even among the older students, the dropout rate after the first day is 30 percent.)'

Nevertheless, EXPO is making a second stab at serving the 14 and 15 year olds. A new program, which started in January 1975, will be an adaptation of the larger project, a Junior EXPO. The program will prepare the youngsters for the regular EXPO. A maximum of 7 to 8 students and one learning resource coordinator will meet three hours a day, four days a week. Reading and math skills will be emphasized, as will counseling activities, Stoll says.

EXPO has proved to be a viable option for some dropouts, "but not for all." To date, 40 to 50 percent of the enrolled students have completed high school, either through a diploma or GED. All students in the program work on developing basic skills (competency in reading, writing and math); 15 to 20 percent enroll in a full-time vocational program; and 5 percent take college-credit courses at the University of Northern Iowa. Students who are not enrolled in the vocational-technical program or who are not taking college courses, take part-time vocational training. All students who desire employment are working.

For more information, contact: Bruce S. Stoll, Special Needs Coordinator, Hawkeye Institute of Technology, P.O. Box 8015, Waterloo, Iowa, 50704.

CHAPTER IX

PREGNANCY: THE MAIN REASON GIRLS DROP OUT

Pregnancy is the major known reason why females drop out of school. Most do at high school age, but recent reports indicate that students in middle schools and junior highs are dropping out due to pregnancy in increasing numbers. Others are pushed out or expelled, with no provision and no encouragement by the school district to complete their education.

Less than one-third of the nation's school districts made provisions for pregnant school-age girls as of 1972, according to one early childhood education specialist. Yet, programs for school-age parents have come a long way since the later 1960's. More than 375 programs were in operation in spring of 1974, compared with 35 about five years earlier.

Over 200,000 young women under the age of 18 give birth annually, with only about 60 percent of the young mothers married at the time of giving birth. For many of the young mothers — and the young fathers — pregnancy often means that one or both will not finish high school due to emotional and financial pressures, as well as overt or covert school policies in some cases.

"Most schools exercise policies and practices which force the married or unmarried pregnant girl out of her regular school; few offer her meaningful educational alternatives," notes the Consortium on Early Childbearing and Childrearing. The Consortium works with individual states and national organizations to improve the status of pregnant school girls and the services offered to them. In an issue of its quarterly publication, Sharing, the Consortium pointed out some favorable recent trends in schools and communities across the country:

- More and more school systems are allowing girls to remain in regular school classes, replacing the older practice of setting up special classes.
- Some schools are exploring how they can give girls information on avoiding unwanted pregnancies and on birth control.
- Individual counseling services are made available to pregnant school-girls to help them solve the problems that may have led to or been caused by pregnancy. Such services also make girls aware of community services where they can turn for help. Group counseling sessions are used to provide meaningful opportunities for the girls to express and share common concerns.

A series of statewide conferences held by the Consortium, which is federally funded and based in Washington, D.C., produced some outstanding results. The Nebraska legislature, for example, passed a resolution in January 1974 calling for all

school boards and officials to "take whatever steps are needed to insure that pregnant girls of school age, whether married or unmarried, receive the full benefits of the educational system and that they be allowed to continue their education as easily and quickly as possible." In Indiana, the Department of Public Instruction conducted a survey of local school districts to determine existing rules, regulations and policies on students who are parents or who are pregnant or married. The Department advocates the removal of "punitive or restrictive" practices in local schools.

The major problems to be faced in setting up a program for pregnant school-girls are finding an adequate revenue base and building community support. In addition, some school districts automatically expel a girl upon learning she is pregnant or they discourage her from returning to school once the baby is born.

Additional problems have been identified by a New Jersey Task Force for Comprehensive Services to School-Age Parents. They include:

- Clarification of minors' legal rights to medical services.
- Clarification of laws pertaining to adoption procedures.
- Clarification of legal rights regarding alternatives in continuing education
- The need to inform private physicians who are providing prenatal services about education and social services available to school-age parents.
- The need to inform the medical profession about the problems faced by school-age parents.

SAMPLE PROGRAMS

Following are brief descriptions of some programs available to young mothers and fathers in various parts of the country:

The Delaware Adolescent Program, Inc. (DAPI) — the first comprehensive program for school-age parents to be allocated general revenue sharing funds. The program began as a pilot in 1969 to provide comprehensive services for a limited number of pregnant students in the Wilmington area. During 1974, an estimated 400 young women and their families took advantage of DAPI's services in various centers round the state.

In the DAPI center in Wilmington, four full-time teachers from the school district teach a complete basic academic curriculum, in addition to offering classes in home economics, nutrition, sex education and family living. Prenatal care is provided by three obstetricians who visit the center weekly. The center employs three social service aides who counsel the young mothers — and young fathers — as well as members of the extended families. The center provides day-care services for babies from infancy through age two and one-half and a special course in infant/child care and development for the mothers. Two other DAPI centers, in Dover and Milford, Delaware, offer accredited continuation education and supplemental courses in sewing and nutrition.

After delivery, the young women may return to regular school or continue at DAPI. Results have been positive: 95 percent of DAPI's students graduate from high school; only 2 percent of the young parents are known to have had repeat pregnancies.

For more information, contact: Mrs. Lulu Mae Nix, State Administrative Director, Delaware Adolescent Program, Inc., Brown School Building, 14th and Market Streets, Wilmington, Delaware, 19801; (301) 652-3455.

Louisville, Kentucky — The Teen-Age Parent Program (TAPP) has been offering comprehensive health, education and social services since 1968. In the spring of 1974, 100 young women, ranging from grade 7 to 12 and from age 12 to 19, were attending the full-time school. Five full-time certified teachers offer basic academic subjects, business education and a required health/home economics course designed specifically for pregnant girls. A course in consumer education includes practical information on such subjects as insurance and income taxes as well as field trips to local stores. A health clinic, located in the same block as the school, provides comprehensive care and follow-up. The girls participate in individual and group counseling and receive home visits where the needs of the total family are assessed and arrangements made for necessary assistance.

For more information, contact: Robert R. Ewing, Administrator, Teen-Age Parents Program, 524 W. Kentucky St., Louisville, Ky. 40203; (502) 583-5450.

Chicago, Illinois — The Arts of Living Institute opened its health and social service component to high school graduates, dropouts or students in alternative schools. Most of the 350 students who attend the center annually carry five or six courses from the full-credit academic curriculum. They cannot graduate from the institute, but all credits transfer to their home school. The Chicago Board of Education provides funds to cover the salary of 11 full-time teachers, supplies and equipment. Pregnant young women are required to take a health course, but are also offered electives in art, music appreciation and home economics.

The program employs five full-time social workers and one part-time social worker from Catholic Charities. Two psychologists are available to students on a part-time basis, and each student is interviewed and assigned to a particular social worker upon entering the program. Extra-curricular hobbies and crafts are part of a twice-weekly afternoon center, and additional activities for the students include the school newspaper, bus tours, attendance at plays and musicals and school parties. A male social worker encourages young fathers to participate in the program, with opportunity for individual conferences or in a joint session with the young mother. Job and career counseling includes role play in job interviews and practice in filling out job applications. After birth, the young mother studies at home for four to six weeks. Staff teachers plan and grade the lessons, and social workers pick up and deliver the assignments. The average length of enrollment in the program is 12 to 18 months, and social workers maintain contact with students for about six months after they leave the program.

For more information, contact: Ms. Helen Grandone, Social Services Coordinator, Arts of Living Institute, 721 N. LaSalle Street, Chicago, Ill. 60610; (312) 787-4800.

CURRICULUM MATERIALS FOR SCHOOL-AGE PARENTS

A curriculum package designed to meet the special needs of school-age parents has been developed by the Consortium on Early Childbearing and Childrearing. It was field tested by 33 programs serving over 1,500 school-age parents in all parts of the country. Written specifically for adolescent mothers, the curriculum consists of six student workbooks starting at an easy reading level and progressing to an eighth-grade level. This approach is designed to help students with reading problems while the subject matter is of sufficient interest to appeal to those reading above eighth-grade level. Included in the booklet is information on child development as well as material related to the student's mental, physical and emotional growth. The Parenting Curriculum (#010-0005) is available for $12.50 per set from the Child Welfare League of America, Inc. 67 Irving Place, New York, N.Y. 10004.

TITLE III PROJECT FOR SCHOOL-AGE PARENTS

A validated Title III project in New Brunswick, New Jersey, is offering teenage parents and their infants educational, medical, psychological and social services in a Family Learning Center.

Upon identification of a pregnant teenager, the community counselor and the staff nurse visit her home and explain the Center's services. While the pregnant girls are still attending regular classes, they receive medical, dental and social services at the Center. When they cease attendance at their regular school, they continue academic work in small classes at the Center, often with individualized instruction.

In family life instruction, students receive instruction from home economists in nutrition, food preparation, sewing and consumer education, with the students responsible for daily preparation of a limited breakfast and a full lunch. Students also receive instruction in anatomy, physiology and human growth and development, with special emphasis on the birth process and care of the infant.

After the birth of their babies, they return to the Center for six more weeks of instruction. At the same time, pediatricians teach the girls how to take care of their own and their babies' health needs.

In the program's fourth year of operation, only three of 53 participants dropped out of school — substantially lower than the rate when students received home instruction. (Prior to the start of the program, an average of 18 to 21 district students per year dropped out of school due to pregnancy.) Another goal for the program was to ensure healthier babies, as judged by their weight at birth. The program reports that only 4 of 135 babies born to students at the center were of low birth weight — well below the state average of 15 percent. (Contact: Mrs. Ana Kelly, Director, Family Learning Center, New Brunswick Public Schools, 225 Comstock Street, New Brunswick, N.J., 08902; (201) 247-2600.)

CHAPTER X

HOW ONE STATE APPROACHES DROPOUT PREVENTION

Washington State has attacked its pressing educational needs through a unique program which features dropout prevention as a primary aim. The program, known as URRD (Urban, Rural, Racial and Disadvantaged Education Program), was set up to counter six basic problems in the state.

1. High dropout and absenteeism rates
2. Low community support for schools
3. Low level of communication at all levels
4. High rate of vandalism and violence
5. High rate of academic underachievement
6. The inability of local school districts to accurately identify or to remedy the basic causes for items 1-5.

Although URRD sounds like, and is, a compensatory educational program, Washington State administrators also consider URRD a comprehensive dropout prevention program — one that includes preventative and remedial measures for disadvantaged students from their earliest school years through graduation from high school or the attainment of skills for employment.

The basic purpose of the program, according to the State Department of Public Instrucation, is to raise the level of educational attainment of students who are from disadvantaged, minority or poverty backgrounds. Washington State measures educational attainment in terms of cognitive or academic achievement, improved student attitude, increased attendance, and reduction in dropout rates and disruptive behavior.

Population Profiles: The Basis for Comprehensive Needs Assessment

The most needy students and districts in Washington State have been identified through an innovative series of reports called Population Profiles. The five volumes in the series present extensive analyses of the demographic and socioeconomic characteristics of Washington school districts. The series, prepared by the State Department of Public Instruction, offers school administrators, teachers, legislators and citizens an assessment of the most critical statewide needs in education.

The reports include statistical information and interpretation on the state's residents by majority and minority groups, by congressional and legislative districts, by school districts with more than 400 students and by those with less than 400 students. One volume deals exclusively with American Indians in Washington State — "the most disadvantaged from a socioeconomic standpoint on the basis of educational level, income

level, poverty status and occupational categories." The report notes, for example, that only 37.3 percent of the 1970 American Indian population in the state, aged 25 and over, had graduated from high school, compared with 63.9 percent of the state's white population, 48.6 percent of the black population, 74.9 percent of the Japanese and 49.8 percent of the "Spanish language" population. Data contained in the report also indicate that Indians in the United States as a whole, as well as in Washington, are below par in year-to-year achievement. "Nearly one-third of the Indian population, aged 8-14, is enrolled below the modal grade level for their age in contrast to less than one-sixth of white children of comparable ages," the report notes.

Population Profiles leave little room for guessing which Washington students are most apt to drop out of school. The reports' statistical tables and comparative data indicate which districts have the lowest and the highest percentage of high school graduates and of racial and ethnic groups. They show how parents' educational level and socioeconomic status are reflected in their children's educational achievement, and they identify the educational disadvantages that result from economic, ethnic and geographic isolation.

Volume 5 in the series ("Population Profiles for American Indian, Black, Chinese, Filipino, Japanese, Spanish Heritage and White of Washington State") notes: "As the parental levels of educational attainment increase, the percent of 16-year-old students enrolled in school increases (79.9 percent to 98.3 percent); the percent of students two years or more below modal grade level decreases (21.5 percent to 1.2 percent); and the percent of students at or above modal grade level increases (51.6 percent to 91.5 percent)." This observation is based on data for the United States as a whole, the report notes, "but it is also believed to be applicable to Washington State 16-year-olds."

MONEY AND METHODS

Washington State put more than $6 million into URRD's budget for the fiscal biennium 1969-71. Local projects competed for the funds to supplement, not supplant, district programs. From 1971-75, an additional $17 million was used to fund the program. In the current school year, 39 school districts are operating 67 programs at a cost of $4.8 million.

URRD strongly encourages linkages with other funding sources. This means the URRD dollars are sometimes the seed money for a local school district to develop projects that generate additional financial support from local, state or federal sources. A new initiative for the program in 1973-74 was the introduction of the external program evaluation. Prior progress reports were based on visitations by personnel from the State Department of Public Insturction and in-house evaluations by the district along with the project's local advisory committee and the community.

The URRD approach includes the following components:

- Community participation in planning, operating and evaluating program activities.

- Flexibility in accommodating the need for new or unusual teaching strategies, special supportive services, various instructional methods.
- Measurable project objectives, with allowance for adjustments during the school year.
- The development of evaluation design and the training of project staff in evaluation method.
- Technical assistance in planning, operating and evaluating each project.
- Fiscal accountability.
- Coordination of funding with other local, state or federal sources.

In a January 1974 report to the legislature, URRD included descriptions and results of programs that were funded during 1972-73. It reported, for example, that six dropout projects met or exceeded 73.6 percent of their stated objectives.

A description of one of the projects, "The Place," as reported to the legislature, follows:

"The Place," a dropout-prevention project in Yakima, provided an optional learning approach and setting for approximately 57 potential or actual dropouts who had not done well in regular high school classes. URRD funded approximately half ($26,250) of the program's 1972-73 allocation of $52,630. This meant that the program had the use of an average $923 per student above the district's per-pupil expenditure of $1,000.

The project report says the most outstanding component of The Place was its work with students in the affective domain. "Many students who have entered this school at war with society and with themselves have become socially responsible individuals, primarily as a result of their contact with this school." It added that several graduates from previous years were on hand at the banquet/graduation because "their identification with this school is apparently a very strong tie, which keeps them associated even after they have graduated."

Evaluation results provided by the project director and school superintendent indicated that The Place met or partially met the following objectives:

- A minimum of 65 percent of the dropout disadvantaged students who enter The Place will stay in school for the remainder the the school year, will transfer to another school or will graduate from the program.
- A minimum of 50 percent of the dropout, disadvantaged students will set as their goal for the 1972-73 school year completion of 15 trimester credits.
- Students will achieve at least a 50 percent completion rate in the credit goals that they set.

- Students who remain in the program a minimum of four months (or until the end of the school year) will increase their reading comprehension either to grade level or by at least two grade levels above their performance at entry, as measured by the Peabody Test.

- Students who remain in the program a minimum of four months (or until the end of the school year) will increase their math skills either to grade level or by at least two grade levels above their performance at entry as measured by the Peabody Test.

- At least 60 percent of the dropout disadvantaged students enrolled for at least a month in The Place will be involved in at least three enrichment-type activities for a minimum of 10 hours during the 1972-73 school year.

- During the 1972-73 school year, a minimum of 50 advantaged adults from the community will be brought into contact with The Place students for a minimum of one hour each.

- In conjunction with the Juvenile Parole Service, The Place will assist a minimum of 30 percent of the students to find paid employment, preferably in private establishments.

- Dropout disadvantaged students will be provided with a minimum of 10 hours of vocational orientation.

In summing up the results of the program's operation, the report cited the "major weakness" of the project: The Place was not able to serve the total needs of the district due to inadequate facilities and human resources. The report cautioned, however, that "the school must not be allowed to grow too large or it will cease to be The Place"

What happened to The Place at the end of the 1973-74 school year? According to Walt Barbee, supervisor of the URRD program, funding is now provided under another of the State Department's educational programs. The Place has been expanded into a learning center with integrated social services provided by the Department of Social and Health Services.

1974-75 AND BEYOND

In the 1974-75 school year, URRD funded 13 dropout prevention projects at a total cost of $925,615. Individual grants ranged from $16,660 for a Yakima project to $176,000 for Project S.C.O.P.E. in Spokane.

New Guidelines were issued by the State Department of Public Instruction for 1975-76, in conjunction with passage of House Bill 1171, which gave URRD a statutory base. The guidelines invite applications in five specific areas, all considered part of Washington's plan to help students succeed and stay in school: Reentry-Motivation, Preschool Education, Academic Achievement, Bilingual/Bicultural Education and Indian Education.

Programs funded under the Reentry Motivation category, for example, must be designed to serve students who have not graduated from high school and who are no longer enrolled in a K-12 public school program. The idea is to get non-attending, "high risk" students to return to school programs, with the ultimate aim of graduation or employment. Students with high dropout potential are also eligible for enrollment in such programs. The guidelines indicate the types of programs that will be considered under this category. They include: alternative education programs, work-study programs, specialized tutorial programs and specialized counseling programs. The basic goal: at least 75 percent of all students leaving Reentry Motivation Programs will either graduate, transfer to another education program, or gain full-time employment.

The guidelines for the Academic Achievement Program specify that they are designed to serve students who are in the lower three stanines of the district's standard achievement test, or disadvantaged by virtue of low academic achievement and give substantial evidence of becoming severely alienated from the standard educational approaches common to the district. The kinds of programs to be considered include dropout prevention, specialized tutoring programs, specialized counseling programs, early childhood education or summer education programs.

"URRD has had good legislative support," says Barbee. "In addition, it has been successful in generating about $3 million per year in other funds," he notes. One example of school district support is a matching fund of $175,000 allocated by the Spokane schools for a dropout prevention project known as S.C.O.P.E. More effective programs also have been made possible when funds provided by URRD were joined with those granted to districts under Titles I and III ESEA, and Johnson-O'Malley (Indian education). URRD has requested $11 million in state funds for the 1975-77 fiscal biennium.

For more information on URRD, contact: Walt Barbee, Supervisor, URRD Program, State Department of Public Instruction, Old Capitol Building, Olympia, Washington, 98504; (206) 753-3220.

CHAPTER XI

HOW ONE CITY—LOS ANGELES—IS COPING WITH DROPOUTS

As with most large urgan school districts, the Los Angeles City School District has more than its share of problems. Sheer size is one: almost 725,000 students were enrolled in the district's 662 schools in October 1974. There are over 50,000 school employees, with another 6,390 substitute teachers serving the schools for varying lengths of time.

Violence and vandalism are two increasingly serious problems. The district reported, for example, that in a one year period, 1973 to 1974, on-campus incidents involving the use of dangerous weapons increased 159 percent and that 70 teen-agers had been murdered in less than a year's time. Moreover, the schools' Security Section estimates that property loss due to vandalism and burglary will amount to more than $3 million during 1974-75.

"The effect of these incidents on other students and the entire instrucational program is incalculable," one school spokesman stated. Further complications arise on violence-prone campuses, where youth who normally would not display antisocial behavior are being caught up in aggressive situations. The result: one-third of the district's elementary, junior and senior high schools—more than 200—are considered "serious" or "critical."

"There is a temptation to suggest," said a school district spokesman, "that the troublemaker and the noninterested student should be permitted or forced to leave school rather than to waste their time and that of the interested students by remaining associated with school." The problem with this approach, the spokesman said, "is that no agency is prepared to take the responsibility for those released, thus the burden rests with the school to develop ways to deal with disinterested or troublesome students."

Los Angeles is, in effect, coming to the conclusion that it must deal with its problems, including vandalism, violence and dropping out, in as coordinated and planned a way as possible. Further, the district and the Los Angeles Police Department both indicate there's a direct relationship between truancy and juvenile crime. Consequently, newly initiated or planned programs will focus on the potential delinquent, the delinquent, the dropout, the pre-dropout, the expelled, the suspended student waiting expulsion and the elementary or secondary student whose behavior appears to be leading to any of the categories mentioned.

The Dropout Problem: Who and How Serious?

In 1973, more than 36,000 students graduated from senior high schools or continuation schools in the city of Los Angeles. That figure represents 75.6 percent of the students who could have graduated. More than 11,746 students, or one out of

four of the students who were still in school up to 9th grade, did not make it through the last three years. In parts of Los Angeles, 35 percent of the students (one out of three) became "school leavers," or dropouts, during the school year.

Due to its concern over the "non-attenders" and school dropouts, the Board of Education authorized an investigation into the reasons why students were not in school. Two Pupil Service and Attendance Counselors conducted 1,032 interviews of students who had dropped out of the city schools. In 53 percent of the cases, the student was interviewed; otherwise, counselors, parents or neighbors provided information. Among the findings:

- A large proportion of the school leavers was female (47 percent). Yet, many of the in-school and out-of-school programs for dropouts and absentees are designed mainly for males.

- Midway through the year, 55 percent of the students had been absent at least 25 days and another 30 percent had been absent from 15 to 24 days.

- Students who were black or had Spanish surnames dropped out in disproportionate numbers. The same was true of students enrolled in "English as a Second Language" classes.

- More than 45 percent of the students came from families where the head of the family was semi-skilled, compared with 5 percent from families where the head of the family was professional or managerial. Twenty-three percent were from families with an "unskilled" head of household; 11 percent from families with a "skilled" head of household. Eleven percent of the families were on welfare.

- The age of the students ranged from 14 to 19, with the median age 16 years, 10 months.

- Based on the number of subjects completed, the actual time the student left school was in the third month of the junior year.

- The typical student in the study was approximately 7 months below average for the grade he was in.

- Approximately 67 percent of the students were not following any consistent course of study. "Typically these students were finding it difficult to adjust to high school and, on their own volition or on advice of a counselor, were changing from one course to another, trying to find an educational niche in which they could succeed."

- Only 11 percent of those who left school had been pursuing an academic major, 67 percent had been enrolled in a general non-academic major, 9.5 percent in industrial arts, 5.8 percent in business education.

- Of the students for whom school records were available, approximately one-third had spent a semester or less in the school they last attended. "All too often, these were students who had transferred to a new school, failed to make the adjustment to the strange surrounding, and decided to terminate their education."

- The median I.Q. of the students was 88.9, compared with the district average of 96.

- Approximately 45 percent of the group had been having serious reading problems. The median reading percentile of the entire sample was 14.8 compared with 42 for the entire 12th grade class. Furthermore, the school leavers were reading below their scholastic capacity as measured by I.Q.

- The school leavers had a median grade point average of 1.14 ("D") during their last complete year in school; 12.2 percent had obtained no grade above "F" and another 13 percent had mostly F's. Taking a look at their past records, the counselors found most had been C students in the seventh grade.

- The seven principal reasons students said they left school were (1) no interest in school; (2) academic failure; (3) health problems; (4) reading deficiency; (5) home problems; (6) conflict with school personnel; and (7) conflict with pupils.

In a follow-up of the students in the spring of 1974, the counselors found that 34 percent of the students in the study were still enrolled in senior high school, 16 percent were enrolled in either continuation or adult school and 1 percent had graduated from senior high school. Only 7 percent were employed; 17 percent had moved but apparently had not enrolled in another school.

Programs that are directed at the delinquent, school leaver or potential dropout in the Los Angeles schools as well as some programs that may be considered preventive (such as alternative schools) are reported below.

Continuation High School

The Continuation High School is Los Angeles' answer for 16- and 17-year-old students who cannot function in a regular high school—the potential dropout, students with severe problems, those who have dropped out for reasons of pregnancy, lack of academic skills, lack of interest in school. Many of the students are referred to the program if they accumulate more than 20 days' suspension from a regular school during the year. Students are usually referred as a last-stop measure, when other options have been exhausted.

Thirty-three of Los Angeles' 36 continuation high schools are the same in many respects: each has three rooms and the building is set apart from the regular high school, usually placed on the far side of the football field. Each of the schools is a separate administrative unit, with a principal/teacher and three other teachers. The enrollment at each school is approximately 80, with some students remaining in a school until graduation. Students are referred to a continuation school by the principal or assistant

principal of the regular high school. They may return to the regular high school, but many choose not to do so. In fact, 500 students were graduated from the continuation schools in 1974.

The continuation schools report to the area superintendent. They get help and advice from the Continuation Education Office, an administrative arm of the school district.

Students enrolled in the continuation schools must attend four hours of classes daily and they earn credit on the basis of five credits for 60 hours' work, as agreed to in individual contracts drawn up between teacher and student.

In one of the schools visited to gather information for this report, the principal noted that he could hardly afford to miss a day because "things fell apart." The principal, an articulate young black, "really shaped up the school" in the few months he had been serving as principal, said a district spokesman. In addition to being in charge of all administrative details, the principal was responsible for teaching health education and for all discipline procedures and attendance, as well as parent contact.

Of 140 students enrolled in the school during 1973-74, 13 had graduated, 43 dropped out and another 80 were still in the school or had been placed in another alternative program. "This kind of program is best," the principal noted, "for the student who really wants to get a degree."

In the second school visited, the principal maintained that the students need a tough, disciplined program with lots of flexibility and choice. "One of the main reasons they are here is because they got out of good habits."

The school itself is extremely neat, cheery and well kept, with exhibits of arts and crafts work in ample abundance. ("One of our aims is to create an atmosphere the kids enjoy coming to.") Fifty percent of the students are white, 50 percent black. The reading teacher, who also teaches a number of other subjects, noted that the reading level of the students ranged from "pre-primer to grade 12, with most students at the sixth to eighth grade level." She said she believes the students need intensified instruction, which she provides in a laboratory situation that does not allow talking for the first two periods. Consequently, all students in a typing class were busy completing assignments as part of their contract in this elective course.

Another teacher, who is "an excellent Chinese cook" as well as an experienced horticulturist, is going to take on additional responsibilities by offering electives in cooking and horticulture next semester, in addition to his regular and other elective subjects, said the principal.

The principal is especially enthused about the three teachers in his school — all talented individuals who work hard for the students. "This is making the difference with these kids," he said.

This particular school has also initiated some extras on the sheer initiative of the staff. For example, a large paperback library, all donations, is something the kids really appreciate, the principal noted. Students and staff go on a field trip at least once a month, and the school now has its own softball team. A once-a-month recognition event, which the "kids outwardly pretend is pretty corny," is something they all look forward to, the principal notes. Anyone who has completed a unit of work, or has a birthday or has done something special, is recognized. In addition, the students look forward to seeing their names in the school newspaper, "something that never happens ordinarily to this particular kind of kid."

The principal holds the kids responsible for every minute of time they are late for school, which means daily make-up sessions after school if necessary, and four hours' make-up if a day is missed. By contrast, those students who arrive at school on time are allowed to leave 15 minutes early. "We are trying to use incentives to teach the kids the kinds of habits they will need on a job."

The aim of the program is to get the student back on the right track so that he can be returned to the regular high school in six months. In the 1973-74 school year, about one-third of the students were age 18 and went on to another learning situation, one-third stayed at the continuation school and one-third dropped out.

Another option in continuation education is offered in the regular high school. Students participate in in-school continuation classes for three hours daily, or in Saturday classes if they work full-time during the week.

Special Centers for Pregnant Schoolgirls

Two high schools in Los Angeles offer an educational program to approximately 1,500 pregnant girls — a practice of the district since 1950. The two schools, Thomas Riley High School and Howard McAlister High School, conduct classes in nine centers, such as the Salvation Army Booth Memorial Center, a residential home for pregnant girls.

The girls are referred from junior and senior high schools so they can continue their education without interruption. Enrollment in the special schools is voluntary beginning at a time deemed appropriate by members of the family and school administrators, and continues for eight weeks after delivery. The pupil then resumes her education in a regular high school.

The schools emphasize individualized instruction, especially in reading and math, with the pupil/teacher ratio about 20:1. Electives such as art, business education, homemaking, driver training and driver education are offered, in addition to the basic academic subjects. The girls also receive special instruction in physical education activities for expectant mothers, nutrition, prenatal and postnatal infant development, child development and parent education.

Student Furloughs: Wave of the Future?

A three-year experimental program is allowing 10th, 11th and 12th grade students to take a one-year furlough or leave of absence from Los Angeles high schools to participate in outside employment, technical training, community volunteer work or individual study.

In 1973-74, the second year of the program, 324 leaves of absence were granted to regular high school students who were potential dropouts and to other high school students who had difficulty adjusting to routine or regular class work.

The student must have the approval of parents and the school guidance counselor, who is instructed to carefully screen each applicant to make sure that he will derive some positive educational experiences during the furlough.

The school counselor or a teacher maintains contact with the furloughed student during the school year to check progress, discuss problems and encourage the student to return to school as a regular student when the furlough is up. The students may receive credit for the experiences, knowledge and skills gained during the year.

The district considers the amount of participation in the program thus far relatively modest, "which could indicate that high school administrators and counselors are not using the furloughs as a disciplinary measure to remove problem students from the campus," says Supt. William J. Johnston.

The district is developing two different models of the furlough. Under one model, the students would be subject to a "more structured" situation with the school keeping close tabs on the student throughout the year. In the other, called the "cut loose" model, students would have a wider choice of options and occasional contact with the school.

MORE OPTIONS FOR LOS ANGELES STUDENTS

Other options available to Los Angeles students include the following:

Resthaven Community Mental Health Center. In conjunction with the Los Angeles Unified School District, the center is trying to coordinate the services offered by all child service agencies and community agencies within a target area. The idea is to identify and solve problems by integrating the services offered by the different agencies.

Operation Stay-In-School. Youngsters who are out of school without valid excuses are picked up by police officers and taken to one of four reception centers. There, school counselors talk with the youngsters, contact their schools and call their parents to pick them up and return them to school. The counselors at the home school are contacted so they can follow up with the youngsters once they return.

Outreach. A team of social workers and pupil service and attendance officers provide intensive counseling to elementary school youth who are identified as "predelinquent." The parents are also counseled.

Elementary Referral Project. Third and fourth graders who have "obvious behavior problems that will cause them trouble later on" are the focus of this program. Each child is considered on an individual basis and, if the problem is family-related, an attempt is made to get the family to go to a public or private agency for counseling.

Alternative Schools. Eighteen schools in Los Angeles provide some form of alternative education or open education. The first one was started in 1970, the most recent in September 1974. Enrollment at the individual schools, some following the school-within-a-school concept, ranges from 150 to 300. The goals of the schools vary from "teaching of basic skills in the order, way and rate most natural to the child" to "providing an individualized program with democratic decision making and an emphasis on the urban environment" in an almost totally black community.

Regional Occupational Centers. Students who are 16 years of age or older may apply for job training in a regional occupational center or program. The student may either take classes at the center or work in a business or industrial plant in the community. At selected high schools, students may enroll in specialized vocational classes.

Proposed: An Attack on Delinquency

Administrators of the Los Angeles City Schools concede that they can no longer tolerate fragmented programs to deal with drugs, family life education, law enforcement, delinquency, mental health and those that aim at making advancement in instruction. The district has proposed an answer to the fragmented approach, which is called CARD (Concentrated Approach to Reduce Delinquency). If the program is approved, it will provide elementary referral rooms where disruptive youth will be sent to receive special help for a specified period of time, elementary counselors, secondary rap rooms, secondary referral rooms and "community-centered classrooms.

In the proposed community-centered classrooms, for example, youth between 12 and 17 who have been expelled from school would be offered an alternative off-campus program. In addition, the student who has already dropped out would be able to return to one of the sites as a member of a small class. He would be offered intensive counseling as well as referral services to agencies that could meet other needs. Each classroom would serve only 10 youth, with individualized instruction provided by a teacher and an aide.

CARD is based on the belief that youth who show deviant behavior benefit by placement in a specialized program that meets their personal and educational needs and particularly their need to attain a positive self-image. The school system notes that the removal of these youth should lead to a lessening of disruptive and violence-prone situations on the campuses of regular schools.

CHAPTER XII

CONCLUSION

In this report we have described programs that focus on preventing students from dropping out of school or that try to make school a more appealing place to be. We have concluded that the characteristics of the typical dropout reflects more than "a mere desire to be rid of school."

Poor reading is a base cause of dropping out. But poor reading is often combined with peer-group pressures, family discord, low socioeconomic status that pressures the student to get a job, or minimal ability to speak and understand English. Administrators maintain that they do not have the resources to deal with many of the problems of students who decide to drop out as soon as state law permits them to do so.

The dropout problem is recognized as a manpower problem for the nation; as a social problem that manifests itself in crime, underemployment or unemployment; as a psychological problem that diminishes the individual dropout's self-esteem; and as a school problem that strains the system in its efforts to make maximum use of limited resources to provide an equal educational opportunity for all.

The need for solutions has not decreased in the last decade. The dropout rate still stands at roughly 25 percent nationally, although a dropout rate of 40 percent in crisis-ridden inner cities is not uncommon. Increasingly, school administrators are realizing the dropout dilemma is more complex than was believed when it first gained national attention.

Career education and job training are important, but learning to read and to cope with social pressures must precede the offering of job-related skills for many youngsters. A one-to-one relationship with an adult prevents some students from leaving the system. Administrators and project directors interviewed for this report do not advise the "soft" approach. They say dropout-prone students need clear direction, goals that require the students to put forth a lot of effort, understanding of the student's in-school and out-of-school needs and interests and, in most cases, intensive counseling by a teacher, counselor or other adult who will treat the student as an individual.

Increasingly, experts are citing early intervention in the life of many children as the way to prevent school failure and poor social adjustment. Such experts say early identification, combined with skilled intervention and evaluation, is the most significant force in the fight to reduce the dropout rate.

Other findings in the report include the following:

- For students who are potential or real dropouts, the most significant aspect of a successful dropout prevention project is a knowledgeable, caring person who takes into account the student's past experiences and who requires the student to plan for and work toward future goals.

- School districts need to review their suspension and expulsion procedures to assure that students' legal and educational rights are not subject to arbitrary administrative prerogative.

- Many school districts focus their work study and other dropout prevention programs on the needs of boys. Effective programs for girls are sorely needed.

- At the elementary level, guidance counselors should identify students with school, social or home problems at an early age, with follow-up counseling and preventative measures instigated to suit the child's individual needs. Generally, the child should not be segregated from his peers and, in no way, should he be labeled as an underachiever.

- At the secondary level, more flexibility is required. The most positive courses of action include work-study programs, flexible scheduling, intensive counseling, peer tutoring and the chance to participate in an alternative program suitable to the student's particular needs.

- School districts need to coordinate all "reform" programs with each other and with the regular school program.

Dropout prevention remains as a major problem for the nation's schools. Hopefully, we have indicated some sources of information, some ideas and some innovative solutions that can help districts keep students in, and interested in, school.

CHAPTER XIII

RECOMMENDATIONS

Based on the findings of this report, the National Advisory Council on Supplementary Centers and Services recommends the following:

- That the U.S. Congress recognize the magnitude and the consequences of the dropout problem by appropriating funds under Title IV of the Education Amendments of 1974 equal to the task of developing, implementing and disseminating successful approaches to dropout prevention.

- That the U.S. Congress pass legislation that will provide for coordination among the various federal agencies that are now individually administering programs for dropout prevention.

- That the U.S. Office of Education stress early identification and intervention as an exemplary approach in dropout prevention.

- That the U.S. Office of Education take the lead in identifying and developing methods of early identification and intervention to overcome the social, home and school problems of children that may lead to school failure, through the use of funds approved under the Special Projects Act.

- That the U.S. Office of Education use funds approved under the Special Projects Act to disseminate those approaches, plans and curriculum materials developed under ESEA Title III and Title VIII that are worthy of adoption by other school districts in their efforts to reduce dropouts.

- That state and local education agencies review rules and procedures for student suspension and expulsion. Their objective should be to revise any rules and procedures that unjustly force students to leave school.

1974 - 75 TITLE III COORDINATORS

ALABAMA: Mr. Billy Mellown, Coordinator, Title III ESEA, State Department of Education, Montgomery, AL 36104; (205)269-7357.

ALASKA: Mr. E.S. Hole, Director of Instruction Services, State Department of Education, Juneau, AK 99801; (907)465-2883.

ARIZONA: Mrs. Jewell Sisemore, Director, Title III ESEA, State Department of Public Education, Arizona State Building, 1688 W. Adams St., Rm. 720, Phoenix, AZ. 85013; (602)271-5414.

ARKANSAS: Mr. Fay Bohannon, Coordinator, Title III ESEA, State Department of Education, Arch Ford Education Building, Little Rock, AR 72201; (501)371-1245.

CALIFORNIA: Dr. J.R. Schaeffer, Coordr., Title III ESEA, State Department of Education, Sacramento, CA 95814; (916)322-4250.

COLORADO: Dr. Charles D. Beck, Jr., Coordr., Title III ESEA, State Department of Education, Denver, CO 80203; (303)892-2238.

CONNECTICUT: Dr. Roger Richards, Title III ESEA Consultant, Office of Program Development, State Department of Education, Hartford, CT 06115; (203) 566-5287, x 2931.

DELAWARE: Mr. Atwood F. Badman, Coordr., Title III ESEA, State Department of Public Instruction, Dover, DE 19901; (302)678-4667.

DISTRICT of COLUMBIA: Mrs. Grace Davis, Department of Federal Programs, 415 12th Street, NW., Washington, D.C. 20004 (202) 737-1845.

FLORIDA: Mr. Leo Howell, Coordr., Title III ESEA, Department of Education, Tallahassee, FL 32304; (904) 488-7128.

GEORGIA: Dr. Will Atwood, Coordr., Title III ESEA, State Department of Education, 250 State Office Building, Atlanta, GA. 30334; (404) 656-2566.

HAWAII: Dr. Phillip Ige, Office of the Superintendent, State Department of Education, Honolulu, HI 96804; (808) 944-7110.

IDAHO: Dr. Helen Werner, Coordr., Title III ESEA, State Department of Education, Boise, ID 83702; (208) 384-2186.

ILLINOIS: Dr. L. Arthur Safer, Director, Title III ESEA, State Department of Public Instruction, Springfield, IL 62706; (217)782-3810

INDIANA: Mr. Donald Treibic, Coordr., Title III ESEA, 120 W. Market St., 10th Floor, Indianapolis, IN 46204; (317) 633-4355.

IOWA: Dr. Harold W. Hullerman, Coordr., Title III ESEA, State Department of Educational Instruction, Des Moines, IA 50319; (515) 281-5274.

KANSAS: Mr. Phillip Thomas, Coordinator, Title III ESEA, State Department of Education, Kansas State Education Bldg., 120 East 10th St., Topeka, KS 66612; (913) 296-3128.

KENTUCKY: Mr. Richard L. Winebarger, Coordr., Title III ESEA, State Department of Education, Frankfort, KY 40601; (502)564-4375.

LOUISIANA: Mr. Samuel Medica, Coordinator, Title III ESEA, Federal Programs, State Department of Education, Baton Rouge, LA. 70804; (504)389-6211.

MAINE: Mr. Edward DiCenso, Coordinator, Title III ESEA, State Department of Education, Augusta, ME 04330; (207)289-2475.

MARYLAND: Mrs. Frances S. Meginnis, Coordr., Title III ESEA, State Department of Education, P.O. Box 8717 Friendship Airport, Baltimore, MD 21240; (301) 796-8300.

MASSACHUSETTS: Mr. John Reynolds, Acting Coordr., Title III ESEA, State Department of Education, Boston, MA 02111; (617) 727-5750/5742.

MICHIGAN: Dr. Barbara Ort, Coordinator, Title III ESEA, State Department of Public Instruction, Lansing, MI 48902; (517) 373-1806.

MINNESOTA: Mr. Gregory J. Waddick, Assistant Commissioner, Division of Planning and Development, State Department of Education, St. Paul, MN 55105; (612) 296-5061.

MISSISSIPPI: Mr. W. O. Best, Coordinator, Title III ESEA, State Department of Education, Jackson, MS 39205; (601) 354-6886.

MISSOURI: Mr. Tom Odneal, Director, Title III ESEA, State Department of Education, Jefferson City, MO 65101; (314) 751-3468.

MONTANA: Mr. Harley R. Ruff, Supervisor, Title III ESEA, State Department of Public Instruction, Helena, MT 59601; (406) 449-2059.

NEBRASKA: Mr. Jack Baillie, Coordinator, Title III ESEA, State Department of Education, Lincoln, NB 68509; (402) 471-2017.

NEVADA: Mr. James Costa, Director of Federal Programs, State Department of Education, Carson City, NV 89701; (702) 882-7161.

NEW HAMPSHIRE: Mr. John B. Nay, Coordr., Title III ESEA, 64 N. Main St., 2nd Floor, Concord, NH 00301; (603) 271-3481.

NEW JERSEY: Dr. Evelyn Ogden, Coordinator, Title III ESEA, State Department of Education, 1000 Spruce Street, Trenton, NJ 08625; (609) 292-6035.

NEW MEXICO: Ms. Diane Caron, Director, Title III ESEA, State Department of Education, Santa Fe, NM 87501; (505) 827-5267

NEW YORK: Mr. Taylor D. Hall, Coordinator, Title III ESEA, State Department of Education, Albany, NY 12224; (518) 474-2382.

NORTH CAROLINA: Mrs. Von Valletta, Coordinator, Title III ESEA, State Department of Public Instruction, Raleigh, NC 27602; (919) 829-7018.

NORTH DAKOTA: Mr. Glenn Dolan, Coordr., Title III ESEA, State Department of Public Instruction, Bismarck, ND 58501; (701) 224-2274.

OHIO: Mr. Richard Dragin, Coordinator, Title III ESEA, Ohio Departments Bldg., 65 S. Front St., Columbus, OH 43215; (614) 466-3825

OKLAHOMA: Mr. Grover Bratcher, Coordr., Title III ESEA, Department of Education, Will Rogers Building, Rm. 310, Oklahoma City, OK 73105; (405) 341-8152.

OREGON: Mr. Jack Allen, Coordr., Title III, State Department of Education, 942 Lancaster Drive, NE, Salem, OR 97310; (505) 378-3074.

PENNSYLVANIA: Dr. James Blair, Coordr., ESEA Title III, State Department of Education, Harrisburg, PA 17126; (717) 787-7135.

RHODE ISLAND: Mr. Richard Harrington, Coordinator, Title III ESEA, State Department of Education, Providence, RI 02908; (401) 277-2617.

SOUTH CAROLINA: Mr. Joseph C. Pate, Coordinator, Title III ESEA, State Department of Education, Rutledge Building, Columbia, SC 29201; (803) 758-2911.

SOUTH DAKOTA: Dr. Drea Zigarmi, State Director, Title III ESEA, Division of Elementary and Secondary Education, State Department of Public Instruction, Pierre, SD 57501; (605) 224-3395.

TENNESSEE: Mrs. Patsy Guenther, Coordr., Title III ESEA, Division of Instruction, State Department of Education, Nashville, TN 37219; (615) 541-2421.

TEXAS: Dr. James Clark, Director, Title III ESEA, Texas Education Agency, Austin, TX 78711; (512) 475-4276.

UTAH: Dr. Kenneth Lindsay, Coordr., Title III ESEA, State Department of Public Instruction, Salt Lake City, UT 84111; (801) 328-

VERMONT: Mrs. Pat Townsend, Coordinator, Title III ESEA, State Department of Education, Montpelier, VT 05602; (802) 828-3124.

VIRGINIA: Col. Francis T. Phillips, Supervisor, Title III ESEA, State Board of Education, Richmond, VA 23216; (804) 770-3178.

WASHINGTON: Dr. Richard Mould, Coordr., Title III ESEA, State Department of Public Instruction, Olympia, WA 98501; (206) 753-3220.

WEST VIRGINIA: Mr. Clemit Humphreys, Administrator, Title III ESEA, State Department of Education, Charleston, WV 25305; (304) 348-2699.

WISCONSIN: Mr. Russell Way, Coordinator, Title III ESEA, State Department of Public Instruction, Madison, WI 53702; (608) 266-2459.

WYOMING: Mr. Alan Wheeler, Coordinator, Title III ESEA, State Department of Education, Cheyenne, WY 82001; (307) 777-7411.

AMERICAN SAMOA: Mr. Sili Atuatasi, Coordr., Title III ESEA, Department of Education, Pago Pago, American Samoa 96920; 32435, Ext. 2932.

BUREAU OF INDIAN AFFAIRS: Mr. Gordon Gunderson, Division of Educational Assistance, Bureau of Indian Affairs, 5301 Central Avenue, NE, Room 201, Albuquerque, NM, 87108; (602) 843-2427.

GUAM: Mr. Leroy J. Hirst, Coordinator, Title III ESEA, Department of Education, Agana, Guam 96910; 777-5310.

PUERTO RICO: Mrs. Sara M. Lopez, Director of Educational Development, Department of Education, Hato Rey, PR 00919; (809) 764-3445.

ESEA TITLE VIII

DIRECTORS OF DROPOUT PREVENTION PROJECTS

James Carter
Project ARISE
P.O. Box 90
Tuskegee, Ala. 36083
(205: 727-5383)

Martin J. Filogamo
Instructional Center
223 E. Short 10th St.
Texarkana, Ark.
(501: 772-7511)

Louis Jones
2607 Myrtle St.
Oakland, Calif. 94607
(415: 839-5759)

Dale Henley
Sheridan School Dist. #2
Box 1198
Englewood, Colo. 80110
(303: 761-4314)

Joe Prewitt
Hartford Public High School
85 Edwards Street
Hartford, Conn. 06105
(203: 247-9211, ext. 291)

Jesse Black
Talent Development Program
7100 N.W. 17th Avenue
Miami, Fla. 33147
(305: 836-0300)

Mrs. Jessie Beasley
Paducah Independent School District
10th and Clark Streets
Paducah, Ky. 42001
(502: 442-6121)

Mrs. Pauline Bruce
Project KAPS
200 N. Central Ave.
Baltimore, Md. 21202
(301: 467-4000)

Fred E. Ryan
Fall River Public Schools
388 Rock St.
Fall River, Mass. 02720
(617: 679-4311, ext. 210)

Mrs. Anna Holley
NALAC
Detroit Public Schools
8401 Woodward Avenue
Detroit, Michigan 48202
(313: 494-2098)

Donald G. Gurnoe
Special School District #1
830 N.E. 2nd St.
Minneapolis, Minn. 55413
(612: 335-8759)

Lamar F. Smith
Northwest Soldan District
5331 Enright Street
St. Louis, Mo. 63112
(314: 862-0243)

Mrs. Edith Boone
Trenton School Board
436 E. State Street
Trenton, N.J. 08611
(609: 396-7646, ext. 220)

Richard E. Miga
Box 250
Fredonia, N.Y. 14063
(716: 672-4371)

Ms. Gladys Moses
Roosevelt High School
2013 W. Third Street
Dayton, Ohio 45417
(513: 268-6841)

Nathan Beale
Potter Building
4th and Clearfield Sts.
Philadelphia, Pa. 19133
(215: 634-8180)

Rick Elbers
P.O. Box 403
Pine Ridge, S.D. 57770
(605: 867-5191)

Owen G. Lee
1729 - 17th Avenue
Seattle, Wash. 98122
(206: 587-5073)

John Fixter
Project PASCAL
Unified School District #25
121 N. 5th Street West
Riverton, Wyoming 82501
(307: 856-6526)

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION

OFFICES OF ASSISTANT REGIONAL DIRECTORS FOR MANPOWER

John F. Kennedy Building Boston, Mass. 02203	Connecticut Maine Massachusetts	New Hampshire Rhode Island Vermont
1515 Broadway New York, N.Y. 10036	New Jersey New York Canal Zone	Puerto Rico Virgin Islands
P.O. Box 8796 Philadelphia, Pa. 19101	Delaware Maryland Pennsylvania	Virginia West Virginia
1371 Peachtree Street, NE Atlanta, Ga. 30309	Alabama Florida Georgia Kentucky	Mississippi North Carolina South Carolina Tennessee
300 South Wacker Drive Chicago, Ill. 60606	Illinois Indiana Michigan	Minnesota Ohio Wisconsin
911 Walnut Street Kansas City, Mo. 64106	Iowa Kansas	Missouri Nebraska
1100 Commerce Street Dallas, Tx. 75202	Arkansas Louisiana New Mexico	Oklahoma Texas
1961 Stout Street Denver, Colo. 80202	Colorado Montana North Dakota	South Dakota Utah Wyoming
450 Golden Gate Ave. San Francisco, Calif. 94102	Arizona California Hawaii Nevada	American Samoa Guam Trust Territory
1321 Second Avenue Seattle, Wash. 98101	Alaska Idaho	Oregon Washington

REFERENCES ON SCHOOL DROPOUTS

Following is a list of references on school dropouts compiled by the National Education Association of the United States (1201 Sixteenth Street, N.W., Washington, D.C. 20036).

BOOKS AND PAMPHLETS

1. Bachman, Jerald G. Dropping Out—Problem or Symptom? Youth in Transition Series, Vol. III. Ann Arbor: Institute for Social Research, University of Michigan, 1972.

2. Bureau of the Census, U.S. Department of Commerce. The Social and Economic Status of the Black Population in the United States, 1973. (Special Studies, Series P.23, No.48). Washington, D.C.: Supt. of Documents, U.S. Government Printing Office; pp. 63-69; $2.75.

3. Chahbazi, Parviz. Failure Prone Students. New York: Vantage Press, 1971. 136 pp.

4. Drummond, Carl E. Going Right On (Information and Advice for Minority Students Who Want to Continue Their Education After High School). Princeton, N.J. 08540: College Entrance Examination Board. Publications Order Office, Box 592; 1973; 44 pp; Free while supply lasts.

5. Gowan, John Curtis. "School Dropouts and Potential Dropouts." Encyclopedia of Education, Vol. 2. (Lee C. Deighton, editor-in-chief) New York: Macmillan Co., 1971. pp 477-81.

6. ERIC Information Retrieval Center on the Disadvantaged. Dropouts: An Annotated Bibliography of Doctoral Dissertations. New York City 10027: Institute for Urban and Minority Education, Teachers College, Columbia University; or obtain from the ERIC Document Reproduction Service, Computer Microfilm International Corp., P.O. Box 190, Arlington, Va. 22210; (no. UD 014 485); August 1974.

7. Kobetz, Richard W., and Bosarge, Betty B. Juvenile Justice Administration. Gaithersburg, Md. 20760: International Association of Chiefs of Police, 11 Firstfield Road; 1973; 769 pp.; $9.75.

8. Metropolitan Youth Commission. Youth Programs and Services Directory within Portland and Multnomah County. (Note: A localized directory, but a good example of resources available to youth with various needs and problems.) Portland, Oreg. 97204: Metropolitan Youth Commission of Portland, Rm. 408, City Hall; Fall 1973; 116 pp; 90¢.

9. Mink, Oscar G., and Kaplan, Bernard A., editors. America's Problem Youth: Education and Guidance of the Disadvantaged. Scranton, Pa.: International Textbook Company, 1970. Part III, "Dropouts." pp. 55-78.

10. National Business Education Association. Relevance in the Education of Today's Business Student. Yearbook No. 11. Washington, D.C.: The Association, 1973. Chapter 11, "High School Dropouts," pp. 175-92.

11. National School Public Relations Association. Dropouts: Prevention and Rehabilitation: Schools Rescue Potential Failures. Arlington, Va.: The Association (1801 N. Moore St.) 1972. 56pp. $4.75.

12. Pendered, Norman C. "School Dropouts." Industrial Arts for Disadvantaged. American Council on Industrial Arts Teacher Education, Nineteenth Yearbook. Bloomington, Ill.: McKnight and McKnight Publishing Co., 1970. pp.26-49.

13. Select Committee on Equal Educational Opportunity, United States Senate. Washington, D.C. 20402: Supt. of Documents, Government Printing Office; 1972; 97pp. 45¢.

14. U.S. Department of Health, Education, and Welfare, Office of Education. Digest of Educational Statistics. 1973 edition. Washington, D.C.: U.S. Government Printing Office, 1974. "School Retention Rates," pp. 13-14.

15. U.S. Department of Health, Education, and Welfare, Office of Education. Positive Approaches to Dropout Prevention. Washington, D.C,: U.S. Government Printing Office, 1973. 89pp. $1.20.

PERIODICALS

16. Anderson, Leora and Stahl, Earl. "Employability Changes of the High School Dropout Over a Two-Year Period." Vocational Guidance Quarterly 18: 289-92; June 1970.

17. Bachman, Jerald G. "Dropouts are Losers Says Who? With Discussion." Today's Education 61: 26-31; April 1972.

18. Bachman, Jerald G.; Green, Swayzer; and Wirtanen, Illona, "Dropping Out is a Symptom." Education Digest 37: 1-5; April 1972.

19. Boshier, Roger. "Development and Use of a Dropout Prediction Scale: Personality and Educational Environment Scales and Dropout Prediction Scales." Adult Education 22: 87-99; Winter 1972.

20. Cangemi, Jospeh P., and Khan, Kanwar H. "Psychology of Punishment and the Potential School Dropout." Education 94 : 117-19; November 1973.

21. Dauw, Edward G. "Individual Instruction for Potential Dropouts." Bulletin of the National Association of Secondary School Principals 54: 9-21; September 1970.

22. Dauw, Edward G. "Separate Schools for Potential Dropouts." Educational Leadership 29: 333-40: January 1972.

23. Dean, Kenny S. "Plan to Save Dropouts: School Within a School." Clearing House 48: 98-99; October 1973.

24. Divoky, Diane, "What to Do About the Ones Who Don't Care." Nation's Schools 85: 60-62, 109; February 1970.

25. Fisher, Stan. "Dropouts Drop Back in at DeKalb." Nation's Schools 86: 38-40; August 1970.

26. Freedland, M. Michael. "Reasons Why They Drop Out." Industrial Education 62: 70-71; November 1973.

27. Grant, W. Vance. "School Retention Rates." American Education 9: 33, July 1973.

28. Hilton, E. "When Does Dropping Out Begin?" Instructor 82: 10; December 1972. Condensed: Education Digest 38: 26-27; March 1973.

29. Hollingshead, Timothy. "Social Education in a Dropout School." Social Education 38: 255; March 1974.

30. Huber, Joe. "Married Students or Married Dropouts?" Education 90: 130-33; November 1969. Condensed: Phi Delta Kappan 52: 115-16; October 1970.

31. Leyton, Francis. "Drop in Program for Potential Dropouts." Teacher 90: 49-50; January 1973.

32. Meyer, Robert H. "Let's Curb the Educational Mortality Rate." Business Education Forum 28: 4, 6; February 1974.

33. Morse, Jeffrey L. "Dropout, the School, and the Community." English Journal 61: 1232-38; November 1972.

34. Pinkney, Irving. "Work-Study for Potential Dropouts." Bulletin of the National Association of Secondary School Principals 55: 46-54; April 1971.

35. Randolph, Daniel L., and Hardage, Nell C. "Behavioral Consultation and Group Counseling with Potential Dropouts." Elementary School Guidance and Counseling 7: 204-209; March 1973.

36. Russell, James W. "What to Do About Dropouts." Adult Leadership 22: 28, 24; May 1973.

37. Stevens, G.T., Jr. and Braden, Paul V. "Model for Monitoring Dropout Rates in Vocational and Technical Education." Vocational Guidance Quarterly 19: 275-80; June 1971.

38. Stroup, Atlee L., and Robins, Lee N. "Elementary School Predictors of High School Dropout Among Black Males." Sociology of Education 45: 212-22; Spring 1972.

39. Tseng, M.S. "Comparisons of Selected Familial Personality and Vocational Variables of High School Students and Dropouts." Journal of Educational Research 65: 462-66; July 1972.

40. Walters, Harvey, and Kranzler, Gerald D. "Early Identification of the School Dropout." School Counselor 18: 97-104; November 1970.

41. Weber, Edward J. "Dropouts Who Go to School." Phi Delta Kappan 53: 571-73; May 1972.

42. Whisenton, Joffre T., and Loree, M. Ray. "Comparison of the Values, Needs and Aspirations of School Leavers with Those of Non-School Leavers." Journal of Negro Education 39: 325-32; Fall 1970.

43. Young, Anne M. "The High School Class of 1972." Monthly Labor Review 96: 26-32; June 1973.

44. Yudin, Lee W., and others. "School Dropout or College Bound: Study in Contrasts." Journal of Educational Research 67: 87-93; October 1973.

PRESIDENT'S NATIONAL ADVISORY COUNCIL
EXPERIMENTATION
CREATIVITY
INNOVATION
ESEA Title III